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ABSTRACT

This self-directed program, designed to assist school personnel evaluation procedures, is presented in four parts, each with detailed worksheets. The first part, "The Manual," introduces the program, its purposes, premises, and organization. "Organization for the Development of Personnel Evaluation Procedures," the second part, outlines the steps used to set the process in motion. The third part, "Decision Categories," presents the agenda for leading people through a systematic decision-making process in personnel evaluation and includes recommendations for further reading. The fourth part, "Synthesizing the Evaluation Process," is application oriented and describes the instrumentation and implementation procedures for personnel evaluation in the school setting. The appendices include an agenda, sample instruments, policies/procedures, and supplemental criteria references for teacher and administrator evaluations. (MD)

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ED249570

A SELF-DIRECTED PROGRAM FOR DEVELOPING TEACHER AND ADMINISTRATOR EVALUATION PROCEDURES

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The members of the Board of Directors have long been aware of the importance of evaluation to the educational enterprise. The demands for effective instruments of evaluation at all school levels will be even greater in the future. The National Study, with your assistance, stands ready to meet the demands of the future.

BOARD OF DIRECTORS
National Study of School Evaluation

CONTENTS

Board of Directors i

Acknowledgments v

Foreword vi

PART I: MANUAL 1

PART II: ORGANIZING FOR THE DEVELOPMENT OF PERSONNEL EVALUATION PROCEDURES 7

PART III: DECISION CATEGORIES 13

1 Establishing the Purposes of the Evaluation 14

2 Establishing the Principles That Are to Undergird the Evaluation 19

3 Determining Who Should Evaluate 27

4 Establishing the Foci (Criteria) of the Evaluation 35

5 Establishing the Response System for the Evaluation 47

6 Establishing the Implementation Procedures 57

PART IV: SYNTHESIZING THE EVALUATION PROCESS 63

APPENDICES 67

A. Sample Agenda for the Work Group 68

B. Selected Criteria References for Teacher Evaluation 69

C. Selected Criteria References for Administrator Evaluation 72

D. Sample Board Policy for Administrator Evaluation 76

E. Sample of Implementation Procedures for Teacher Evaluation Contained in the Instrument 78

F. Sample Instruments for the Evaluation of Teachers 80

G. Sample Instruments for the Evaluation of Administrators 86

H. Samples of Performance (Target) Oriented Evaluation Instruments 97

I. Sample Student Evaluation Instrument 112

J. Model Forms for Administrator and Teacher Evaluation with Supplements 114

NATIONAL STUDY OF SCHOOL EVALUATION
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FOREWORD

Since 1933 the National Study of School Evaluation (under this and two predecessor names) has been developing and providing instruments to effectively assess educational programs at the elementary, middle and secondary school levels. Recently an instrument to assess the central or district office in its entirety has been published. Each of these instruments has been carefully prepared, field tested nationwide and refined with the major goal of providing a means to evaluate, and thereby, improve the educational programs involved.

The *SELF-DIRECTED PROGRAM FOR DEVELOPING TEACHER AND ADMINISTRATOR EVALUATION PROCEDURES* is a timely new publication which responds to demands for assistance in school personnel evaluation expressed by users of NSSE materials throughout the nation. This publication takes the practitioners at the school or district level through a programmed process for the systematic development of personnel evaluation procedures. The program has two basic premises: 1) that those who evaluate and those who are evaluated should participate in the developmental process and 2) that evaluation procedures should be developed to accommodate the unique circumstances in each school situation. Sample instruments for the evaluation of both teachers and administrators are included.

The SELF-DIRECTED PROGRAM offers a step-by-step plan in which local personnel systematically address the key decisions inherent in designing effective evaluation procedures. The plan is organized according to six major decision categories: the *purposes, principles, foci, response system* and *procedures* of the evaluation, as well as *who* should evaluate. Each category contains sample alternatives, discussion, guidelines and a summary of the advantages and limitations with each alternative. The program, which takes approximately 20 hours to complete, culminates in the development of instrumentation for personnel evaluation in that setting. Additionally, model instruments and detailed supplements for the evaluation of both teachers and administrators are included for those users who choose not to apply the complete program.

The *SELF-DIRECTED PROGRAM* is intended for several audiences: local school personnel—boards, administrators, teachers—who are developing or revising personnel evaluation procedures; consultants who assist in the design of school personnel evaluation; and university educators who incorporate personnel evaluation in their courses.

PART I:
MANUAL

PART I: MANUAL

INTRODUCTION

This publication presents a self-directed program designed to assist personnel at the school level in the systematic process of preparing locally developed personnel evaluation procedures. This program leads the staff through the sequential decisions inherent in well designed evaluation procedures regardless of the position evaluated—teacher or administrator. It terminates with the development or selection of instrumentation and implementation procedures for personnel evaluation in that particular setting.[1]

Those involved in the local school work group are presented with the major decision categories—*why? by whom? how? under what conditions?* etc.—in the development process. Within each decision category alternatives are presented in an application format along with guidelines, discussions, bibliographical references and summaries of the advantages and problems associated with some decision alternatives. Sample criteria references, response systems, procedures and instruments are contained in the Appendix.

The program presents the information base necessary for local school personnel to become adequately knowledgeable to prepare personnel evaluation procedures for their school setting. The entire development process is designed to be accomplished in twenty hours or less.

Purposes. The program was prepared for use by administrators, teachers, board members, or some combination thereof, at the school or district level. It should require no external consultants although some schools may choose to use consultants in the interest of expediting the process. Additionally, it should be useful both to professors and students at the university level as well as to consultants in personnel evaluation. Finally, the theoretical components have been minimized in the interest of accommodating the immediate needs of practitioners.

Premises. It is assumed that there is no single "best" procedure for the evaluation of personnel in today's schools. The prevailing assumption throughout this program is that the validity of personnel evaluation is determined more by the credibility generated in the design process than by any statistical measures of validity; furthermore, the process of preparing personnel evaluation procedures is enhanced by the degree to which those developing the means are purposefully confronted by the core decisions and the numerous alternatives for resolving them. Finally, it is assumed that personnel evaluation—whether of a teacher or an administrator—is likely to occur in a context characterized by adversarial relationships; thus involvement, compromise and consensus are keys to the development of acceptable personnel evaluation processes.

---

1. The five recurring terms in this publication are used as follows: *Program* is the systematic design presented in this publication by which personnel evaluation procedures can be developed in a school setting. *Evaluation means* is the instrumentation, typically paper and pencil, by which formal judgements of a person's professional performance is observed and recorded in a school setting. *Evaluation procedures* and *evaluation processes* are used rather synonomously to incorporate all of the elements inherent in an evaluation system, including the means (instrumentation); the roles and responsibilities of relevant participants—evaluators and evaluatees; the requisites and tasks to be achieved in personnel evaluations; and the implementation procedures. The *implementation procedures* are the logistics, conditions and requisites by which personnel evaluations are conducted and reported in a school setting.

ORGANIZATION

The program is presented in five parts:

Part I: *The Manual* introduces the program and previews its purposes, premises and organization.

Part II: *Organizing for the Development of Personnel Evaluation Procedures* outlines the steps for setting the process in motion.

Part III: *Decision Categories* present an agenda for the work group assigned responsibility for the project. This is the core of the program. It leads the work group members, individually and collectively, through the systematic consideration of alternatives for the resolution of the pivotal decisions inherent in personnel evaluation. These decisions are:

One: Establishing the Purposes of the Evaluation

Two: Establishing the Principles Which Are to Undergird the Evaluation

Three: Determining who Should Evaluate

Four: Establishing the Foci (Criteria)

Five: Establishing the Response System

Six: Establishing the Implementation Procedures

The format within each of the above Decision Categories is:

Introductory Statement—a preview of the Decision Category.

Instructions—an outline of procedures for completing the section.

Alternatives—a listing of common responses to the Decision Category to which the work group members respond individually and subsequently as a group.

Discussion—a brief preview of the "state of the art" relevant to each category.

Guidelines—precepts for the consideration of the work group.

Supplementary Readings—additional readings that may be helpful to the work group.

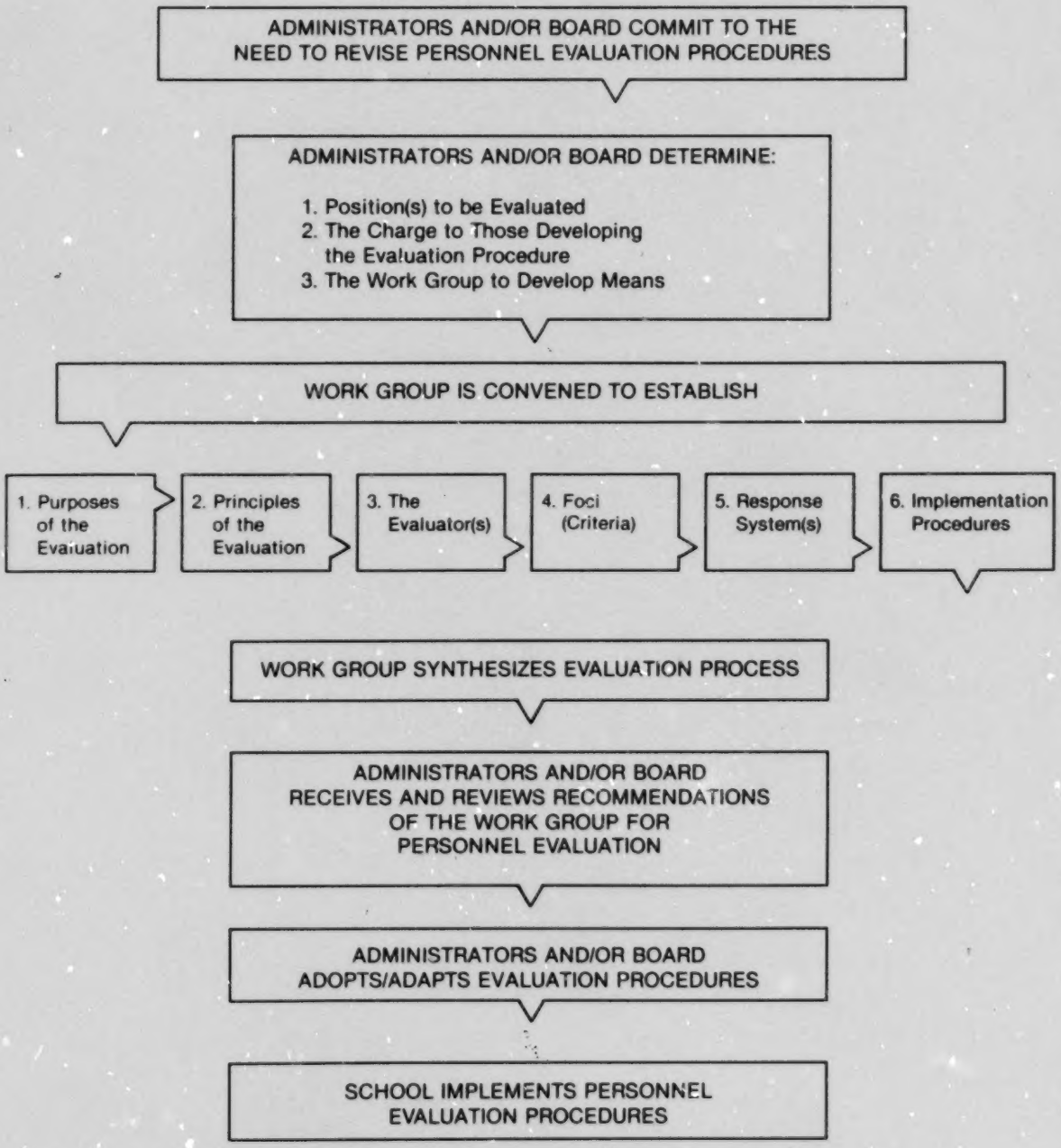
Application—a plan for formatively building the evaluation means as the work group progresses through the program.

Part IV: *Synthesizing the Evaluation Process* directs the work group in "putting-it-together" in the form of instrumentation and procedures for evaluating personnel in their school setting. It, too, is application oriented.

Part V: *Appendices* present an agenda, sample instruments, policies/procedures and supplemental criteria references for both teacher and administrator evaluations.

The diagram on the following page outlines the process model employed in this program.

A SELF-DIRECTED PROGRAM FOR DEVELOPING TEACHER AND ADMINISTRATOR EVALUATION PROCEDURES


ADMINISTRATORS AND/OR BOARD COMMIT TO THE NEED TO REVISE PERSONNEL EVALUATION PROCEDURES
ADMINISTRATORS AND/OR BOARD DETERMINE:
1. Position(s) to be Evaluated
2. The Charge to Those Developing the Evaluation Procedure
3. The Work Group to Develop Means
WORK GROUP IS CONVENED TO ESTABLISH
1. Purposes of the Evaluation
2. Principles of the Evaluation
3. The Evaluator(s)
4. Foci (Criteria)
5. Response System(s)
6. Implementation Procedures
WORK GROUP SYNTHESIZES EVALUATION PROCESS
ADMINISTRATORS AND/OR BOARD RECEIVES AND REVIEWS RECOMMENDATIONS OF THE WORK GROUP FOR PERSONNEL EVALUATION
ADMINISTRATORS AND/OR BOARD ADOPTS/ADAPTS EVALUATION PROCEDURES
SCHOOL IMPLEMENTS PERSONNEL EVALUATION PROCEDURES

INSTRUCTIONS

Those persons with administrative responsibilities should accomplish the following:

1. Obtain one copy of this publication for each member of the work group and members of the administrative staff—typically 10 copies should be adequate.
2. Preview a copy of the remainder of this publication to develop the familiarity necessary to plan for the project.
3. Communicate to the Board its involvement in the program by reviewing the *role of the Board* in the process as outlined in the above process model.
4. Arrange for the appointment of the project work group, the chairman and the "charge" as outlined in Part II, Organizing for the Development of Personnel Evaluation Procedures, in this publication.
5. Plan, in concert with the chairman and the work group, a tentative agenda and work setting for the group. (Note: See Appendix A: Sample Agenda for the Work Group.)
6. Arrange for periodic meetings with the chairman and/or work group to inform the administrative staff of the progress of the project.

DEVELOPMENT HISTORY

The process and the materials incorporated in this program were drawn from extensive experiences and applications by the author in the selection and development of personnel evaluation procedures in school settings throughout the nation. Additionally, the contents have been reviewed, and subsequently revised, by persons with extensive backgrounds in the field of evaluation. A significant source of input into the contents were the participants in the Personnel Evaluation courses of the National Leadership Workshop at Plattsburgh, New York from 1976 through 1981, a workshop jointly sponsored by the School Administrators of New York State, the National Association of Secondary School Principals, the National Association of Elementary School Principals and the State University of New York at Plattsburgh. Other groups to which the author wishes to acknowledge contributions are the Illinois Principals Association and its project which resulted in the publication of *Evaluation and the Principal;* the Illinois Education Association, which produced *Teacher Evaluation—Options for the Local Association;* those school districts which gave permission for the inclusion of samples of evaluation instruments; and those teachers, supervisors and administrators who participated in the 1982 application of the program for testing and revision purposes.

The program subsequently was reviewed and revision suggestions were made by the Review Committee, the Executive Committee and the Board of Directors of the National Study of School Evaluation identified elsewhere in the publication.

PART II:
ORGANIZING FOR THE DEVELOPMENT OF PERSONNEL EVALUATION PROCEDURES

PART II: ORGANIZING FOR THE DEVELOPMENT, REVISION OR SELECTION OF PERSONNEL EVALUATION PROCEDURES

INTRODUCTORY STATEMENT

Historically personnel evaluation procedures mainly have been determined by those responsible for evaluating their subordinates with minimal involvement of those being evaluated. It is the author's view that times have changed and that, regardless of position, those in the evaluatee role should be involved in the process, since it is their personal and professional well-being that is at stake. Additionally, the involvement of several groups—teachers, administrators, support staff—enhances the credibility and ensures that the constituent views of an organization as complex as a school will be considered in the development process. Finally, the development process is too complex to remain the sole domain of any individual or particular group within the organization.

The school's administrative staff, with the approval of the school board, should accomplish five planning tasks prior to convening a project work group charged with developing personnel evaluation procedures for this school.

Task 1: Determine the need for revised personnel evaluation procedures with appropriate organizational commitment to see the project to completion.

Task 2: Identify the personnel positions to be evaluated—teacher, principal, assistant principal, superintendent, assistant superintendent, etc.—for which procedures can be developed.

Task 3: Select the person to be responsible for the direction of the project.

Task 4: Determine those persons who are to be involved in the process of designing evaluation means in this school setting.

Task 5: Establish the procedures by which the project is to be accomplished in the form of a specific "charge" to the project work group.

ALTERNATIVES

The selection of the participants for the project work group is most crucial to the development of sound evaluation procedures; therefore the following groups have been identified for consideration:

A. the building principal(s)

B. the administrative/supervisory staff of the building principal(s)

C. department heads, team leaders

D. external consultants

E. the teachers or their organization's representatives

F. the school board

G. the superintendent

H. the administrative/supervisory staff of the superintendent

I. persons determined by negotiations of the board and the representatives of the employee group

J. students

K. partrons and parents

L. others including combinations of the above: (list)

_____

_____

GUIDELINES

Listed below are general guidelines for the process of establishing the organization and developing the charge for designing personnel evaluation means.

1. The development of personnel evaluation procedures should involve representatives from the primary constituent groups within the organization, specifically to include those who evaluate and those who are evaluated.
2. The greater the balance (parity) in representation among groups, the more likely that all interests will be heard and accommodated fairly.
3. The validity and acceptance of the personnel evaluation means will be enhanced to the degree that those evaluated and those evaluating perceive their involvement to be meaningful.
4. Evaluation, as well as the process by which it is accomplished, is a political activity in that those involved will seek to influence its nature; and at times the criteria reference for decisions may become uniform malcontent rather than uniform acceptance among all groups.
5. The size of the group developing the means is critical; it should be an odd number, less than ten, in the interest of efficiency.
6. The time frames, reporting means and approval procedures should be established as a specific charge to the group *prior to* the initiation of the project.
7. When those assigned the responsibility of proposing personnel evaluation means cannot develop acceptable procedures, those who direct the organization—boards and administrators—should be expected to establish the means.
8. The professional credibility of the development process and those participating in it will influence the quality of the evaluation process as much as any other facet.
9. External consultants may be necessary to provide direction in the interest of quality and efficiency of development.

SUGGESTIONS FOR FURTHER READING

Herman, Jerry J., *Developing an Effective School Evaluation Program.* West Nyack, N.Y.: Parker Publishing Co., Inc., 1973.

Millman, Jason, *Handbook of Teacher Evaluation.* Beverly Hills: Sage Publications, 1981, Chapter 16, "The Political Realities of Teacher Evaluation," pp. 292-302, by Armiger, Mary L.

APPLICATION

The work of the planning group will be accomplished, except for the need to monitor the progress of those selected to design the evaluation means, upon the completion of this work sheet.

1. To identify the position(s) for which evaluation means are to be developed:

   Position(s):_____

   _____

2. To select the person to direct the project:

   Project Chairman:_____

3. To select the persons, by position, to serve on the project work group:

   Work Group Members:

Names	Position
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. To develop and approve the specific charge (agenda) for the direction of the work group with tentative dates, reporting means and final approval procedures. (see sample)

Sample Charge

The office of the superintendent shall appoint an ad hoc committee to review present procedures for the evaluation of personnel for the purpose of proposing means for the evaluation of *(teachers)** of the district no later than *(September 15, 19xx)*.

Membership: This committee will be chaired by (the *superintendent)*. The members will include *(two)* teachers, *(one)* principal, *(one)* board member and *(one)* department head. A recording secretary will be selected by the committee.

Meetings: The committee will meet at such frequency as necessary to develop instruments and implementing procedures for the board's consideration.

Reporting: The committee will provide the board progress reports as appropriate throughout the project. A final report to include sample instrumentation and implementing procedures, will be submitted to the board no later than *(May 1, 19xx)*.

The board will review, revise and accept or reject the process for the evaluation of *(teachers)* for implementation in the district effective at the beginning of the (19xx-xx) school year. Consultants may be employed to assist in the process upon the recommendation of the committee and the approval of the board.

*Parentheses indicate examples of information to be included in the sample charge.

SUMMARY

At this point the planning phase is largely completed. The remainder of the project activities is detailed in Part III and becomes the responsibility of the work group under the direction of its chairman. Of course, the administrators and the school board will want to receive periodic reports as to progress including achievements and problems.

PART III:
DECISION CATEGORIES

PART III: DECISION CATEGORIES– A Program Guide for the Project Work Group

This section presents an agenda for the process of selecting, revising or developing means for the evaluation of personnel in this school setting. It is designed to lead individuals and groups through the systematic process of considering and ultimately resolving the pivotal decisions inherent in personnel evaluation. It should be noted that the alternatives essential for consideration in each decision category are presented in the respective sections. Additional information is presented and appropriately referenced in the Appendix when appropriate for a given section.

The decision categories and estimated work times for each include:

Decision Category	*Time*
1. Establishing the Purposes	1 to 2 hours
2. Establishing Evaluation Principles	2 to 4 hours
3. Determining the Evaluators	1 to 2 hours
4. Establishing the Foci (Criteria)	3 to 5 hours
5. Establishing the Response System	2 to 3 hours
6. Establishing the Procedures for Implementation	2 to 3 hours

NOTE: THIS IS A WORK BOOK. MARK IT, MAKE NOTES AND SELECT YOUR PREFERENCES AS INSTRUCTED. THIS IS, AND SHOULD REMAIN, YOUR PERSONAL COPY.

DECISION CATEGORY ONE: ESTABLISHING THE PURPOSES OF THE EVALUATION

INTRODUCTORY STATEMENT

To some degree the objectives sought from personnel evaluations are as varied as one's position in the organization. The board members may see the primary purpose as the communication of organizational expectations, while the patrons seek accountability of the staff. The administrators may expect the evaluations to modify personnel behavior patterns or to acknowledge quality performance, while the faculty desires evaluation for staff development and inservice training purposes. Frequently administrators view the purpose as a reference for determining employment status and, on occasion, may be obligated to fulfill legal mandates. Additionally, expectations can be anticipated to change from time to time as situations dictate. Although the most commonly acknowledged purpose of personnel evaluation in today's schools is for professional growth and staff development, the other objectives are both real and legitimate and, therefore, should be considered and frequently accommodated.

In any case, the reality of purposeful development dictates that personnel evaluation cannot be all things to all groups and remain meaningful. Therefore, the work group preparing an evaluation process should prioritize the several purposes in the interest of selecting sound, valid and reliable instrumentation.

At this point a key decision becomes: WHAT SHOULD BE THE PURPOSE OF THE EVALUATION? The primary alternatives to be considered by the work group follow.

INSTRUCTIONS

One—to the individual member: *Prior to the next meeting* of the work group, *each individual member should* review the entire Decision Category section including the Alternatives, the Discussion, the Guidelines and the relevant sections cited in the Appendix. After reviewing the entire section, you should respond to each alternative in Column I by writing "yes," "maybe" or "no" to reflect your personal preference. Also, you should suggest other alternatives that the work group might consider.

Two—to the work group: After discussing each alternative, your task is to indicate the concensus of the group in Column II by writing "yes," "maybe" or "no" for each alternative. Additional alternatives should be recorded and similarly rated to reflect the consensus of the group. This Column (II) should be completed under the direction of the chairman.

ALTERNATIVES

Column I: Individual Choice			Column II: Group Consensus
_____	1-A.	STAFF DEVELOPMENT: to assist personnel in improving their performance on the job...to help persons achieve success in their work and career...for professional growth purposes...for personal improvement.	_____
_____	1-B.	COMMUNICATION OF ORGANIZATIONAL EXPECTATIONS: to apprise personnel of the criteria, standards and expectations of the organization...of the superior...of the clients...of the colleagues (peers)...of the work setting...community...to develop behaviors and skills to balance and complement the staff.	_____
_____	1-C.	MODIFICATION OF JOB OBJECTIVES AND BEHAVIOR PATTERNS: to encourage and to motivate personnel to modify aims, job related behaviors, styles...to move personnel to improve their performance.	_____
_____	1-D.	ACKNOWLEDGEMENT OF PERFORMANCE: to rate and record the quality of the performance of personnel...to establish bases for salary differentials...to assess for merit pay purposes...to determine priorities for recognition, rewards, sabbaticals.	_____
_____	1-E.	DETERMINATION OF EMPLOYMENT STATUS: to collect information upon which to base decisions relative to tenure...promotion...transfer...retention...dismissal...differential staff assignments.	_____
_____	1-F.	FULLFILLMENT OF MANDATES: to meet the requirements established by the district...the state...policy...law...the negotiated contract...traditional expectations of the positions...the organization.	_____
_____	1-G.	INSERVICE: to identify the individual and collective needs of personnel and the organization for the purpose of planning subsequent training activities or programs...for teachers...for unit heads...for administrators...for evaluators.	_____
_____	1-H.	Other, including combinations of the above: (list)	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____

DISCUSSION

There are nearly as many classifications of the purposes of personnel evaluation as there are writers in the field. Among these are personnel evaluations for administrative or management decision purposes, sometimes referred to as SUMMATIVE evaluation, *or* for the purpose of improving job performance, sometimes called FORMATIVE evaluation. Another classification is MANIFEST and LATENT evaluation, the manifest being those objectives that are readily acknowledged, while the latent are less readily identifiable, though real in many evaluation procedures. Among the latter are ritualistic evaluations, which sometimes include evaluator moves to create an appearance of professional judgements though they may be inconsequential; or offensive evaluation designed to discourage, sometimes harass, undesirable performers to move on if not change their performances. . . to "torpedo;" and defensive evaluations in which information is collected to maintain people in their positions, to support previously determined decisions or to otherwise be ready for the "day of reckoning" by having prepared for the anticipated incident or crisis.

Obviously the author is a proponent of the manifest type evaluation. From time to time, however, anyone—evaluator or evaluatee—can be expected to direct evaluation procedures in self-serving ways that he would not like to admit to in the purpose sections of evaluation procedures.

GUIDELINES

1. The real purposes should be established early in the process of developing or selecting evaluation procedures since those become the basis upon which the procedures are designed.

2. The purposes should be common knowledge for all who are affected by the evaluations—the evaluators, the evaluatees, the developers of evaluation means and those who receive and use the results as they establish goals that can be expected realistically from the evaluation system.

3. The procedures for evaluating personnel should document the purposes in the evaluation instrument and/or in the supporting policies or procedures statement.

4. The purposes may vary with the situation, including the place, the organization, the time, the positions, etc., of the evaluation.

5. The more limited the purpose of the evaluation, the more specific the instrument, thus the likelihood that one instrument can accomplish all is minimal.

6. The persons applying the evaluation procedures—the evaluators and sometimes the evaluated—can affect the manifest purposes by the way they use or influence the use of the means, thus no procedure is likely to guarantee proper usage.

SUGGESTIONS FOR FURTHER READING

Bolton, Dale L., *Evaluating Administrative Personnel in School Systems.* New York: Teachers College Press, 1980.

Buser, Robert L., and Stuck, Dean L., *Evaluation and the Principal.* Springfield, IL: Illinois Principals Association, 1976.

Herman, Jerry J., *Developing an Effective School Evaluation Program. West Nyack, N.Y.: Parker Publishing Co., Inc., 1973.*

APPLICATION

(Time Range 1 to 2 Hours)

Assuming that the individual members of the work group reviewed this section and marked their individual preferences for each alternative as "yes," "maybe" or "no," the group, under the direction of the chairman, should proceed to:

1. Review the position(s) for which the group is to develop evaluation procedures.

   Position(s): _____

2. Review the above section, evaluation means currently or previously used in this school and relevant school policies including association contracts.

3. Discuss the alternative purposes for the evaluations in this setting to develop consensus as to purpose(s). (Note: Be sure to bring to the group any additional purposes of the evaluation suggested by individual members).

4. List the tentative purposes in priority order below:

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

5. Plan for the next meeting and preview the responsibilities of the work group in preparation for Decision Category Two.

(Note: As you may want to revise these later, do not spend too much time on them now.)

DECISION CATEGORY TWO: ESTABLISHING THE PRINCIPLES WHICH ARE TO UNDERGIRD THE EVALUATION

INTRODUCTORY STATEMENT

The principles are the philosophical tenets or guidelines upon which the process is based. At first glance this may appear to be too academic or more theoretical than necessary. This, however, is not the case since the principles established subsequently become the criteria references from which the quality of both the process and product can be judged. Additionally, these indicate the spirit of the design efforts, and thus will direct persons in the development and use of the means. Finally, the absence of these tenets or principles against which to reference the procedures may tempt work groups to resort to political moves rather than professional purpose in the work group's deliberations, the use of the instruments or their subsequent acceptance by board and staff.

At this point a key decision becomes: WHAT SHOULD BE THE PRINCIPLES TO UNDERGIRD THE EVALUATION PROCESS? The primary alternatives to be considered by the work group follow.

INSTRUCTIONS

Please note that two sets of alternative principles are presented in this section: *First* is a set for teachers *followed by* a set for administrators. USE THOSE ALTERNATIVES APPROPRIATE FOR THE POSITION(S) FOR WHICH YOU ARE DESIGNING EVALUATION MEANS.

One—to the individual member: *Prior to the next meeting* of the work group, *each individual member should* review the entire Decision Category section including the Alternatives, the Discussion, the Guidelines and the relevant sections cited in the Appendix. After reviewing the entire section, you should respond to each alternative in Column I by writing "yes," "maybe" or "no" to reflect your personal preference. Also, you should suggest other alternatives that the work group might consider.

Two—to the work group: After discussing each alternative, your task is to indicate the consensus of the group in Column II by writing "yes," "maybe" or "no" for each alternative. Additional alternatives should be recorded and similarly rated to reflect the consensus of the group. This Column (II) should be completed under the direction of the chairman.

ALTERNATIVES FOR TEACHERS

Column I: Individual Choice			Column II: Group Consensus
_____	2-A.	Evaluation policies, criteria, procedures and means should be selected or designed for a particular school setting.	_____
_____	2-B.	All personnel involved should be well informed about the evaluation system. . . the purposes, the criteria, the respective roles of those involved. These should be communicated to all concerned.	_____
_____	2-C.	Evaluation procedures are most effective when the personnel being evaluated are actively involved in the process. A preevaluation conference should be held so that the observer can be made aware of the context, objectives and methods planned.	_____
_____	2-D.	Evaluations should be made on numerous occasions over an extended period of time. Each observation should be for an appropriate amount of time, typically the length of the specific instructional activity.	_____
_____	2-E.	Judgments, ratings and recommendations should be made in a manner to minimize strong feelings of insecurity by the evaluator and those being evaluated. Teachers should be afforded the opportunity to communicate their rationale for utilizing various instructional activities.	_____
_____	2-F.	Evaluation procedures should be designed to minimize and control observer bias.	_____
_____	2-G.	The primary objective of the evaluation should be to improve instruction within a school system.	_____
_____	2-H.	If staff members are to improve their professional competencies and performances, they should be assured the opportunity to receive and react to observations, judgments and recommendations; therefore, a conference to communicate the evaluator's recommendations is an integral part of the evaluation process.	_____
_____	2-I.	Evaluations should be made in good faith, i.e., a means to bring about improved instruction within a school and not to collect information to support preconceived judgments.	_____
_____	2-J.	Evaluational observations should be conducted openly and with the full knowledge of the teacher.	_____
_____	2-K.	Mechanical and electrical observation devices should be used only with the consent of those observed.	_____
_____	2-L.	Evaluations should be comprehensive with the real criteria included in the evaluation instrument.	_____
_____	2-M.	Staff members should be encouraged to use ratings of various types to supplement the ratings of supervisors, e.g., student, peer, patron ratings, etc.	_____

Column I: Individual Choice		Column II: Group Consensus
	2-N. Evaluations, observations and recommendations should be effectively communicated to all concerned—teachers, administrators and the school board.	
	2-O. Those ultimately responsible for the instructional program should receive the candid professional judgments and recommendations of the evaluator(s) with sufficient lead time to implement the recommendations.	
	2-P. Evaluation results should be held in strict confidence by both the evaluators and those to whom their judgments and recommendations are submitted.	
	2-Q. Others (list):	

ALTERNATIVES FOR ADMINISTRATORS

Column I: Individual Choice		Column II: Group Consensus
	2-AA. The primary objective of the evaluation should be to improve the quality of the educational leadership of the school.	
	2-BB. Those to be evaluated should be knowledgeable of performance expectations and measures thereof.	
	2-CC. Evaluational policies, criteria and means should be designed for a particular school setting.	
	2-DD. All personnel involved should be informed about the evaluation system. The purposes, the criteria and the respective roles of those to be involved should be communicated to all concerned.	
	2-EE. Evaluation procedures are most effective when the personnel to be evaluated are actively involved in the process.	
	2-FF. Evaluations should be made on numerous occasions over an extended period of time.	
	2-GG. Judgments, ratings and recommendations should be made in a manner to minimize strong feelings of insecurity by both the evaluators and those being evaluated. Evaluatees should be afforded the opportunity to communicate the rationale for their postures, actions and behaviors.	

Column I: Individual Choice			Column II: Group Consensus
_____	2-HH.	Evaluation means should be designed to minimize and control evaluator bias.	_____
_____	2-II.	If those being evaluated are to improve their professional competencies and performances, they should be assured the opportunity to receive and react to observations, judgments and recommendations. Therefore, a conference to communicate the evaluator's recommendations should be an integral part of the evaluation process.	_____
_____	2-JJ.	Evaluations should be made in good faith, i.e., a means to bring about improved performance within a school and not to collect information to support preconceived judgments.	_____
_____	2-KK.	Evaluation observations should be conducted openly and with the full knowledge of those being evaluated.	_____
_____	2-LL.	Mechanical and electrical observation devices should be used only with the consent of the person observed.	_____
_____	2-MM.	Evaluations should be comprehensive, with the real criteria included in the evaluation instrument.	_____
_____	2-NN.	Those being evaluated should be encouraged to use self-assessments as well as the ratings of appropriate referent groups—peers, teachers, students, parents—to complement the ratings of supervisors.	_____
_____	2-OO.	Evaluations, observations and recommendations should be effectively communicated to those legitimately concerned—principals, other administrators and the school board.	_____
_____	2-PP.	The evaluatee should be entitled to receive the candid professional judgments and recommendations of the evaluator(s), with sufficient lead time to implement the recommendations.	_____
_____	2-QQ.	Evaluation results should be held in strict confidence by the evaluators as well as by those to whom their judgments are submitted.	_____
_____	2-RR.	The evaluation should be referenced to established job expectations mutually developed by the evaluator(s) and the evaluatee(s).	_____
	2-SS.	Others (list):	
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____

DISCUSSION

A review of the considerations outlined on the previous pages for the evaluation of teachers and administrators suggests that there is a little difference underlying the principles for both groups. Perhaps the fairest test of the legitimacy and need for a particular principle for either administrators or teachers can be stated simply: "As an evaluatee, would I want the evaluation to be guided by that principle?" In short, a valid norm is, "That which is good for the evaluator is good for the evaluatee!"

GUIDELINES

1. The development process will be enhanced to the degree to which the participants are committed to the principles.
2. An indication of the quality of an evaluation principle is the degree to which one accepts it, whether an evaluator or evaluatee.
3. The principles adopted by the work group should be included either in the instrument to be used or in the approved policy statement supporting the evaluation procedure.
4. The principles should be established early in the evaluation development process in order to be used in assessing the congruence between intents and evaluation means.
5. The better the evaluation process, the more likely it is to:

    —ensure professional due process, i.e., to provide evaluatees the rights and responsibilities commensurate with positions requiring high level professional training, certification and expertise.

    —ensure civil due process, i.e., to protect persons from arbitrary, capricious or unreasonable procedures; thus evaluations should:

    be applied in a nondiscriminating manner;

    incorporate policies and procedures duly promulgated, be known to all affected and be demonstrably relevant to the job evaluated;

    provide procedures for a hearing or review by an impartial body;

    provide an opportunity for appeal; and

    document all observations and make them available to those concerned.

SUGGESTIONS FOR FURTHER READING

Hunt, John and Buser, Robert L., "Evaluating the Principal-Partnership or Paternalism," *NASSP BULLETIN*. December, 1977, pp. 10-15.

Millman, Jason, *Handbook for Teacher Evaluation*. Beverly Hills: Sage Publications, 1981, Chapter 3, "Context/Environment Effects in Teacher Evaluation," pp. 23-28, by McKenna, Bernard H.

APPLICATION

(Time Range 2 to 4 hours)

Assuming that the individual members of the work group have reviewed this section and marked their individual preferences for each alternative as "yes," "maybe" or "no," the group, under the direction of the chairman, should proceed to:

1. Review the position(s) for which the group is to develop evaluation means.

   Position(s):

   _____

   _____

2. Review the purposes of the evaluation agreed upon in the previous section.

3. Discuss the alternative principles for developing consensus as to the principles that undergrid the evaluation means. (Note: Be sure to bring to the group any additional principles suggested by individual members.) List the principles tentatively agreed to on the following pages. (Note: There is no need to arrange these in order of priority. Do not spend too much time on these now as you may subsequently revise them when you decide whether to place the principles in the instrument, the supporting policy statement or some combination.)

EVALUATION PRINCIPLES

EVALUATION PRINCIPLES (continued)

Use additional sheets as necessary to complete the statement of Evaluation Principles.

4. Plan for the next meeting and preview the responsibility of members in preparation for Decision Category Three.

DECISION CATEGORY THREE: DETERMINING WHO SHOULD EVALUATE

INTRODUCTORY STATEMENT

In general there are five categories or sources of personnel evaluators: *superiors* within the organization, (superordinate evaluation) such as the office of the superintendent evaluating principals, principals evaluating unit heads, etc.; *colleagues* in the system (peer evaluation) as principals evaluating principals and teachers evaluating teachers; *clients* evaluating superiors within the organization (subordinate evaluation), as when teachers evaluate department heads, teachers evaluate principals or students evaluate teachers; *self-evaluation* by those being evaluated; and *external* evaluators, as when consultants or state education agency personnel or patrons are involved in personnel evaluations. At times combinations of the above, such as administrative teams are used, frequently for purposes of appeal or "back-up" evaluations.

At this point a key decision becomes: WHO SHOULD SERVE AS THE EVALUATORS? The primary alternatives to be considered by the work group follow.

INSTRUCTIONS

One—to the individual member: *Prior to the next meeting* of the work group, *each individual member should* review the entire Decision Category section including the Alternatives, the Discussion, the Guidelines and the relevant sections cited in the Appendix. After reviewing the entire section, each member should respond to each alternative in Column I by writing "yes," "maybe" or "no" to reflect personal preference. Also, each member should suggest other alternatives that the work group might consider.

Two—to work group: After discussing each alternative, the task is to indicate the consensus of the group in Column II by writing "yes," "maybe" or "no" for each alternative. Additional alternatives should be recorded and similarly rated to reflect the consensus of the group. This Column (II) should be completed under the direction of the chairman.

ALTERNATIVES

Column I: Individual Choice			Column II: Group Consensus
_____	3-A.	the principal	_____
_____	3-B.	the principal's administrative/supervisory staff	_____
_____	3-C.	department heads, team leaders	_____
_____	3-D.	external consultants	_____
_____	3-E.	teachers	_____
_____	3-F.	board members	_____
_____	3-G.	the superintendent	_____
_____	3-H.	the superindendent's administrative/supervisory staff	_____
_____	3-I.	students	_____
_____	3-J.	patrons or parents	_____
_____	3-K.	self-evaluation	_____
_____	3-L.	the administrative team	_____
	3-M.	others, including combinations of the above (list):	
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____

The advantages and limitations typically cited for the various evaluators by position, e.g., superordinate, peer, subordinate, self, consultant and patron are presented in outline form in Tables 1 through 6 that follow.

Table 1. Summary of Advantages and Limitations With Evaluation by Superiors (Superordinate)

ADVANTAGES	LIMITATIONS
1. It is the traditional, expected way.	1. Superiors are frequently far removed from the "doing" level.
2. Superiors have the broader perspective of the jobs to be done.	2. Authority can be perceived to interfere with objectivity.
3. Superiors are the decision makers, therefore it's their responsibility.	3. Superiors are sometimes called on to judge behaviors and knowledge they know little about.
4. Employee groups like this as they can know their judges, sometimes their adversaries.	4. Superiors and subordinates are sometimes adversaries by role definition.
5. Some employees want to function only in this situation.	5. It's sometimes difficult for superiors to admit to weaknesses among their employees.
6. Immediate superiors have the closest contact with employees other than clients.	

Table 2. Summary of Advantages and Limitations With Colleague (Peer) Evaluation

ADVANTAGES	LIMITATIONS
1. Colleagues know the job requirements better than most.	1. Peers are reluctant to accept alternative means and goals, thus the status quo is reinforced.
2. Peers can demonstrate the "how-to-do-it" when necessary.	2. Peers sometimes compete for rewards/promotions therefore will be less than objective in evaluations.
3. Peers have inherent credibility.	3. Colleagues are placed in compromising positions through limited authority.
4. This is the common method of the professions.	4. Peers see the immediate and not the total organizational needs.
5. As colleagues they are most affected, so they should assume the responsibility for the consequences of peer behaviors.	5. Simply because one can perform a task does not mean one can judge it.
	6. Some peer associations won't permit colleagues to judge colleagues.
	7. Peers may be more interested in their employee group than either organization or client welfare.

Table 3. Summary of Advantages and Limitations With Evaluation by Subordinates (Clients)

ADVANTAGES	LIMITATIONS
1. They are in continuous contact—they see more than anyone else.	1. Client expectations are limited and self-serving.
2. They are the best judges of their own needs, interests and relevance.	2. Clients are not trained evaluators.
3. They have the most at stake, therefore will call it as it is.	3. Clients do not necessarily know their needs.
4. Many are more concerned about client judgments than those of colleagues or superordinates.	4. Clients are easily influenced by their group.
5. Client judgments, particularly students, are easy to collect in large numbers.	5. Clients may lack knowlege of the setting, the organization and the expectations thereof.
	6. Clients are greatly affected by amounts of work, opinions of others and ratings or marks.
	7. Many students simply don't care.
	8. Expectations should be determined by the organization and its professionals.
	9. Work associations—teacher or administrator—will not tolerate client evaluations.
	10. Fear of reprisals may lead to a limited evaluation or halo effect.

Table 4. Summary of Advantages and Limitations With Self-Evaluation

ADVANTAGES	LIMITATIONS
1. Conscientious employees know their strengths and weaknesses better than others.	1. In adversarial settings persons may be advised by their associations never to admit to weaknesses.
2. It is a professional approach and its psychology is sound in that the individual should be convinced of the need to change prior to doing so.	2. Some consistently underrate or overrate themselves.
3. It is an excellent way to ensure that organization and superordinate expectations are known and considered by the evaluatee.	3. The method is not supported by tradition among educators.
	4. Many persons presume self-evaluations have a built in bias, therefore may lack credibility.
	5. Admitted weaknesses or needs can be used against evaluatees by other than the most professional evaluators.

Table 5. Summary of Advantages and Limitations With Evaluation by Consultants

ADVANTAGES	LIMITATIONS
1. They have less bias.	1. Consultants are costly.
2. They have the expertise, knowledge and training.	2. Traditionally, it is not done.
3. Credibility is enhanced by training and limited bias.	3. They may lack knowledge of the local situation.
4. It is the most likely to result in honest judgment.	4. They are suspect as "outsiders."
5. Their knowledge enables them to suggest remediation.	5. Their use is an admission of lack of expertise within the organization.

Table 6. Summary of Advantages and Limitations With Evaluation by Patrons

ADVANTAGES	LIMITATIONS
1. They "pay the freight" through taxes and financial support.	1. They lack professional competence, particularly for remediation alternatives.
2. Accountability is more likely.	2. Confidentiality is difficult to ensure.
3. Comprehensive evaluations require the consideration of all referent groups.	3. Local politics may prevail over professional substance.
	4. Previous experience or prejudice may override established criteria/standards.
	5. Professionals and their associations will not accept lay evaluations.

DISCUSSION

There are advantages and limitations of evaluators by position as are outlined on the previous pages. It should be noted, however, that typically educators prefer evaluations by superiors rather than by peers or subordinates when the evaluations are to be used for administrative purposes such as promotion, dismissal or transfer decisions. Although student evaluations of teachers are commonly used in colleges and universities, they are much less frequently used at the elementary or secondary school levels. Moreover, it is common for department or unit heads to be used to evaluate teachers for purposes of instructional improvement, but not for administrative purposes to accommodate postures of bargaining associations intended to avoid division within the bargaining group.

GUIDELINES

1. No one evaluator source will be generally acceptable by all work groups or individuals.
2. The appropriateness of the evaluator group is a function of purpose (e.g., if the purpose is client views, clients should be the evaluators).
3. Employee associations, whether administrator or teacher, are likely to prefer evaluations by superiors, self or peers rather than by clients or patrons.
4. Comprehensive evaluations will incorporate multiple sources of evaluators, each for a particular purpose of the evaluation.
5. Different persons within a common work group will have different value orientations, therefore some will prefer the judgments of superiors, some colleagues, some clients and some patrons.
6. All personnel are entitled to know judgments of superiors and should have the option of seeking judgments from other reference groups on a voluntary basis.
7. Evaluations rendered by clients should be done anonymously in the interest of fair treatment of the evaluatees.
8. Confidentiality enhances the validity of client evaluations.
9. Multiple evaluators and evaluator sources enhance the validity of personnel evaluations.
10. The more structured the criteria, standards, procedures and response systems, the more reliable the results.
11. Individuals' perceptions of the appropriateness of the evaluator group can be expected to change as the evaluatees' roles change within the organization.

SUGGESTIONS FOR FURTHER READING

Buser, Robert L. et al., "Teacher Characteristics and Behaviors Preferred by High School Students," *Peabody Journal of Education.* January, 1974, pp. 119-123.

Goodwin, Harold I., and Smith, Edwin R., *Evaluating Faculty and Administrators: Constructing the Instruments.* West Virginia University, 1979.

Millman, Jason (editor), *Handbook of Teacher Evaluation.* Beverly Hills: Sage Publication, 1981, Chapter 7, "Classroom Observation," pp. 90-109, by Everston, Carolyn M. and Holley, Freda M.

Ibid., Chapter 8, "Student Ratings of Instruction," pp. 110-145, by Aleamoni, Lawrence M.

Ibid., Chapter 9, "Student Achievement as a Measure of Teacher Competence," pp. 146-166, by Millman, Jason.

Ibid., Chapter 14, "Summative Teacher Evaluation," pp. 244-271, by Scriven, Michael.

APPLICATION

(Time Range 1 to 2 Hours)

Assuming that the individual members of the work group have reviewed this section and marked their individual preferences for each alternative as "yes," "maybe" or "no," the group, under the direction of the chairman, should proceed to:

1. Review the position(s) for which the group is to develop evaluation means.
2. Review the purposes of the evaluation and the principles agreed to in the previous section.
3. Discuss the possible evaluator(s) identified in this section to develop a consensus as to the appropriate evaluator(s) for this setting. Upon achieving consensus, indicate the evaluator(s) chosen for the respective position(s) below:

Position(s)	*Evaluator(s)*
_____	_____
_____	_____
_____	_____
_____	_____

4. Consider the selection of evaluators to supplement the evaluator(s) listed above for appeal or hearings.

Position(s)	*Evaluator(s) (for supplementary purposes, explain)*
_____	_____
_____	_____
_____	_____
_____	_____

5. Plan for the next meeting and preview the responsibilities for members in preparation for Decision Category Four.

DECISION CATEGORY FOUR: ESTABLISHING THE FOCI (CRITERIA) OF THE EVALUATION

INTRODUCTORY STATEMENT

The foci or criteria references, as complemented by standards or expectation levels, are the heart and core of personnel evaluations. It is the author's judgment that what an evaluator looks for, passes judgment on and records, does more to affect professional behaviors of personnel than all of the other decisions involved in the developmental process combined. Thus, this decision category is pivotal if quality evaluation procedures are to be effectively achieved in the school setting.

The foci have three dimensions: the *criterion* reference or the job variable to be judged as an indicator of job success; the *standard* or the level to which expectations are referenced; and the *evidence* recorded to support the evaluator's judgments. Certainly, the specific *criteria, standards* and *evidence* deemed appropriate for a school are a function of the organization, its setting, the participants (including evaluators, evaluatees, clients, legislation, policies, contracts, courts, etc.) and, therefore, are extremely situational. Furthermore, there are few, if any, universal criteria/standards that have been proven to be job relevant in all situations. Thus, the challenge to developers becomes that of operationally defining these dimensions of foci in a manner appropriate for their school setting.

The Alternatives Section on the following pages outlines the general classification of criteria that may be determined to be relevant for teachers and administrators alike. The challenge to evaluation procedure designers is less that of determining "either/or" among criteria categories and more that of determining the appropriateness of combinations for a particular school setting.

At this point a key decision becomes: WHAT SHOULD BE THE FOCI FOR THE EVALUATION? The primary alternatives to be considered by the work group follow. Additionally, more specific foci are presented in Appendix B: "Selected Criteria References for Teacher Evaluation" and Appendix C: "Selected Criteria References for Administrator Evaluation."

INSTRUCTIONS

The procedures for completing this section are different from those for the previous sections.

One—to the individual member: *Prior to the next meeting* of the work group, *each individual member should* review the entire Decision Category including the Alternatives, the Discussion, the Guidelines and the relevant sections of the Appendix-Appendix B and Appendix C, Criterion References for Teachers and Administrators respectively. After reviewing these, *each individual member should respond to each Alternative in Column I by writing the approximate portion (percent) of the evaluation that should be referenced to each criteria category* reference to reflect his/her personal preference. (The sum of the assigned percentages should total 100; the percentage differences indicate the priority of importance for each alternative as perceived by the rater.) *Also, each member should underline or write in specific criteria that he/she feels are appropriate.*

Two—to work group: After discussing each alternative, the task is to indicate the consensus of the group in Column II by writing the portion (percent) of the evaluation to be referenced to each category. This Column (II) should be completed under the direction of the chairman. (Subsequently, the group will be asked to indicate the specific items to be included in the instrument on the Application section.)

ALTERNATIVES

Column I: Individual Choice (%)			Column II: Group Consensus (%)
_____%	4-A.	PRESAGE: those qualities or characteristics that the person brings to the job that are deemed to predict successful job performance. These are frequently preexisting, antecedent attributes and experiences. (Examples: professional experience and preparation; knowledge of subject; health; behavior sets, such as sense of humor, cooperativeness, sensitivity and drive; behavior styles; traits; dress; appearance, etc.)	_____%
_____%	4-B.	PERFORMANCE: Those on-the-job, professional, at work behaviors and doing orientations, or ways the job is fulfilled; the moves by teachers or administrators in fulfilling the work assignment; the way the person does the job, sometimes called instructional or administrative processes. (Examples: Teachers—planning, motivating students, assigning, interacting, communicating, classroom management, helping, questioning, grading, individualizing, relating with students) (Examples: Administrators—planning, decision making, evaluating, supervising, motivating, delegating, etc.)	_____%
_____%	4-C.	PROFESSIONAL DEVELOPMENT (job target): those behavior changes by teachers and administrators that evidence growth for the job; the demonstrable achievement of prescribed objectives or targets that suggest improved job performance. (Examples: Administrator—the improving of curriculum planning by having three curriculum committees produce revised syllabi by a specified date; building attendance to improve by _____ percent over the next four months, etc.) (Examples: Teachers—assignment making, testing, attendance reporting, managing student behavior, etc.)	_____%
_____%	4-D.	OUTCOMES (or PRODUCTS): those tangible results of personnel performance—administrator or teacher—as evidenced by the achievements of the organization or its clients that are attributable to those persons being evaluated. (Examples: measures of achievement test results, the achievement of expectation levels in contests or activities, follow-up studies of former students or staff, etc.)	_____%
_____%	4-E.	ATTENDANT BEHAVIORS: those away from classroom or job related behaviors deemed significant to the operation and success of the classroom or school. (Examples: Teachers—supervision of hallways and playgrounds, community leadership, professional participation, sponsorship of extracurricular activities, parent conferencing, implementation of school policies, etc.) (Examples: Administrators—professional involvement, implementation and enforcement of organizational policies, fulfilling the expectations of administrators, community leadership—participation, etc.)	_____%
_____%	4-F.	CRITICAL INCIDENTS: those actions by teachers or administrators that are likely to occur in their day-to-day job performances such as confrontations with students, patrons and peers and the effectiveness with which these are accommodated. (Examples: effectiveness with which student or staff conflicts are resolved, the way controversial issues are met and resolved, crises management, etc.)	_____%

Column I: Individual Choice (%)			Column II: Group Consensus (%)
	4-G.	ARTIFACTS: those tools (and their quality) in the form of objects, materials, policies, etc., prepared and/or used in the teaching or administrative process. (Examples: Teachers—daily lesson plans, unit plans, class objectives, course syllabi, examinations and results thereof; media materials, etc.) (Examples: Administrators—school policies as developed in the area of student behavior, graduation requirements, staff policies, contracts negotiated, follow-up studies, class schedules, duty rosters, etc.)	
_____%			_____%
	4-H.	Other, including combinations of the above (list):	
_____%		_____	_____%
_____%		_____	_____%
_____%		_____	_____%
_____%		_____	_____%
_____%		_____	_____%
_____%		_____	_____%

The advantages and limitations frequently suggested by writers for the various criteria references are presented in outline form in Tables 7 through 13 that follow.

Table 7. Summary of Advantages and Limitations With Use of Presage (Antecedent) Criteria

ADVANTAGES	LIMITATIONS
1. Common sense suggests their importance to job success.	1. Researchers have found it difficult to predict success from specific presage items.
2. Traditionally, these have been the primary foci of personnel evaluation systems.	2. These tend to be difficult to measure with high reliability.
3. Employers are entitled to prescribe employee attributes regardless of job—teacher or administrator.	3. Many presage elements are established, thus are difficult to change to improve job performance.
	4. Many are taxing to confront by evaluators due to evaluatee sensitivity and difficulty to define.

Table 8. Summary of Advantages and Limitations With Use of Performance (Process) Oriented Criteria

ADVANTAGES	LIMITATIONS
1. There are professionally accepted processes for job performance for both teachers and administrators.	1. It is difficult to predict outcomes from common processes among evaluatees.
2. This is a logical approach to personnel evaluation when supported by professional prescriptions.	2. The success of specific processes may be dependent upon unidentified variables.
3. Process oriented evaluations are typically more appealing to evaluatees than presage, attendant or outcome oriented criteria.	3. The performance of the process may become an end rather than a means.
4. Professional behaviors can be prescribed, observed and judged.	4. Professionals disagree on the relative payoff of alternative educational processes.
5. Process oriented evaluations are traditional.	5. Some make the right moves but do not get results; others get results without the right moves.
6. Lay publics and boards expect professionally accepted styles and behaviors.	6. Different performers have different styles as teaching and administration are as much an art as a science.
	7. Administrative processes are difficult to observe.

Table 9. Summary of Advantages and Limitations With Use of Professional Development (Job Target) Oriented Criteria

ADVANTAGES	LIMITATIONS
1. A sound staff development orientation is particularly appropriate when evaluatees are senior or tenured.	1. They place heavy responsibilities on the organization for quality staff.
2. They are individual rather than group oriented.	2. They require evaluators knowledgeable in both expectations (standards) and remediation means.
3. They encourage the organization and its superordinates to assume responsibility for individual staff development.	3. They are extremely time consuming for evaluators.
4. They are generally appealing to evaluatees at all position levels.	4. They are premised on the belief that most persons will be successful given time and support.
5. The responsibility for individual achievement is shared by the evaluator(s) and the evaluatee(s).	5. They assume that evaluation is for improvement rather than to ensure minimal performance levels as a condition of continued employment.

Table 10. Summary of Advantages and Limitations With Use of Outcome Oriented Criteria

ADVANTAGES	LIMITATIONS
1. They are client oriented rather than performer oriented.	1. They are frequently held in disfavor by administrators and teachers alike.
2. They offer an effective approach to accountability.	2. It is difficult to ensure that achievements, or lack thereof, are due to the activity of specific persons.
3. They are frequently supported by the public and governors of educational organizations.	3. These traditionally have not been used in education.
4. They are deemed to be the ultimate in personnel performance measures by many educators.	4. Many are premised on a time lag factor that precludes effective usage.

Table 11. Summary of Advantages and Limitations With Use of Attendant Behavior Oriented Criteria

ADVANTAGES	LIMITATIONS
1. They are consistent with modeling expectations of the public and boards.	1. They frequently are not acceptable to negotiating groups, particularly the teachers.
2. They acknowledge that jobs extend beyond the immediacy of roles in the classroom or office.	2. It is difficult to prescribe expectations and assess results.
	3. Latent expectations may override the manifest.
	4. Personnel are accountable beyond the work assignment and boundaries between professional obligations and personal rights are difficult to define.

Table 12. Summary of Advantages and Limitations With Use of Critical Incident Related Criteria

ADVANTAGES	LIMITATIONS
1. They are an effective means of communicating total job expectations.	1. "Halo" and "horn" effects may prevail (i.e., previous job successes or problems may prevail years beyond their occurrence and influence subsequent judgments).
2. Successful job performance with routine crises is the work of a true professional.	2. Educators, particularly teachers, are not trained for specific incidents.
3. They make work evaluations realistic.	3. These tend to emphasize problems rather than the typical situations.

Table 13. Summary of Advantages and Limitations With Use of Artifact Related Criteria

ADVANTAGES	LIMITATIONS
1. The "tools of the trade" are essential to job performance.	1. It is difficult to establish the relationship between tools and outcomes.
2. They give a broader perspective of the job than short run observations.	2. They may lead evaluatees to spend disproportionate time on planning over doing.
3. They provide evaluators with the opportunity to see total job performance, including preparation and application.	3. They are not commonly used in personnel evaluations, particularly of teachers.
	4. These tend to be more organizational than individual—student or teacher—in importance.
	5. Perceived shortages rather than usage of materials or equipment may become the issue.

DISCUSSION

A review of the considerations on the previous pages suggests that each focus has its merits and shortcomings. In the absence of hard evidence to support the validity of any particular criterion reference, the work group would do well to consider a combination of criteria references to direct the behaviors and expectations of the personnel in a manner appropriate to their particular school situation.

GUIDELINES

1. The comprehensive evaluation of job performance requires that all criteria or foci be systematically considered.

2. It is less a matter of "either/or" among the above foci, but more the balance among them in terms of congruence with evaluation purpose(s).

3. Criteria orientations are situational; therefore what is deemed appropriate will vary among similar type positions as well as place or school.

4. The most important task confronting the group developing evaluation procedures is to present a balance among those deemed appropriate for *that* school setting for *that* position being evaluated.

5. Only those criteria references should be selected that can be specifically defined and realistically observed, judged and reported.

6. In the process of establishing the evaluation foci, the criteria, the standards (expectations) and the means of collecting supporting evidence should be considered in concert with the selection of the response system.

SUGGESTIONS FOR FURTHER READING

Bolton, Dale L., *Evaluating Administrative Personnel in School Systems.* New York: Teachers College Press, 1980.

Buser, Robert L., and Stuck, Dean L., *Evaluation and the Principal.* Springfield, IL: Illinois Principals Association, 1976.

Goodwin, Harold I., and Smith, Edwin R., *Evaluating Faculty and Administrators: Constructing the Instruments.* West Virginia University, 1979.

Herman, Jerry J., *Developing an Effective School Evaluation Program.* West Nyack, N.Y.: Parker Publishing Co., Inc., 1973.

Millman, Jason (Editor), *Handbook of Teacher Education.* Beverly Hills: Sage Publications, 1981.

Ibid., Chapter 9, "Student Achievement as a Measure of Teacher Competence," pp. 146-166, by Millman, Jason.

Ibid., Chapter 10, "Beyond Classroom Walls," pp. 167-179, by King, Jean A.

Ibid., Chapter 14, "Summative Teacher Evaluation," pp. 244-271, by Scriven, Michael.

Redfern, George B., *Evaluating Teachers and Administrators: A Performance Objectives Approach.* Boulder, Colorado: Western Press, 1980.

APPLICATION

(Time Range 3 to 5 Hours)

Assuming that the individual members of the work group have reviewed this section and marked their individual preferences as to the appropriate distribution of items, the group, under the direction of the chairman, should proceed to:

1. Review the positions for which the group is to develop evaluation means.

2. Review the purposes, principles and evaluators agreed to in the previous sections.

3. Discuss the portion (percent) of criteria reference categories suggested for the purpose of developing concensus as to the appropriate balance among item categories for this setting. Upon achieving consensus, indicate the distribution among the alternatives by percent.

Alternatives	Percent
A. presage	_____%
B. performance	_____%
C. professional development	_____%
D. outcomes	_____%
E. attendant behaviors	_____%
F. critical incidents	_____%
G. artifacts	_____%
H. other	_____%
Total	100%

4. Review the above section and the relevant Appendices—Appendix B: "Selected Criteria References for Teacher Evaluation" or Appendix C: "Selected Criteria References for Administrator Evaluation" and perhaps other evaluation instrurnents to select specific items within the following categories.

Note
One: The group is encouraged to select a maximum of 25 items for *the entire instrument* with the number within each category to be consistent with the percent agreed to by the work group.

Two: The group should not attempt to state the criteria references in final form until the response system has been determined in the next section.

Three: Supplemental sheets may be used as necessary.

A. Presage:

B. Performance:

C. Professional Development:

D. Outcomes:

E. Attendant Behaviors:

F. Critical Incidents:

G. Artifacts:

H. Other, including combinations, or miscellaneous items (list):

_____

_____

_____

_____

_____

_____

5. Plan for the next meeting and preview the responsibilities of group members in preparation for Decision Category Five.

Note: At this point the Chairman is advised to arrange for the preparation of the evaluation instrument as tentatively developed to date to be distributed to the work group prior to the next meeting.

DECISION CATEGORY FIVE: ESTABLISHING THE RESPONSE SYSTEM FOR THE EVALUATION

INTRODUCTORY STATEMENT

Even though the selection of the response system is largely a matter of personal choice (thus there are nearly as many recommendations as writers in the field), it can take a disproportionate amount of time/concern of the work group without close monitoring. The response system is likely to be less important than the criteria references but the two need to be viewed simultaneously to ensure congruence. It is recommended that the group determine the criteria and then see if there is compatibility with the response system, then revise either accordingly.

The systematic development of response systems requires the consideration of three dimensions: 1) the orientation or context of the judgment reference (i.e., will the evaluation be made in terms of behaviors specifically observed or judgments of a more general, perhaps global nature); 2) the scale to be applied in the observation process; and 3) the nature of the evidence requested to support the judgments. In some instances remediation means, in the form of activities to be accomplished to correct problems, becomes a fourth dimension.

The alternatives presented are in five categories: first, the specificity—generality of the criteria reference; second, the kind of scale; third, the verbal scale; fourth, the numerical scales; and fifth the nonscaled, performance (or target oriented) referenced.

Here it should be noted that comments to support the evaluator judgments are not included in the alternative samples below though space is typically provided for supporting comments as can be observed in the instruments in the Appendix.

At this point a key decision becomes: WHAT SHOULD BE THE FORM(S) OF THE RESPONSE SYSTEM FOR THE EVALUATION? The primary alternatives to be considered by the work group follow (you are encouraged to review additional items in the Appendix).

INSTRUCTIONS

One—to the individual member: *Prior to the next meeting* of the work group, each individual member *should* review the entire Decision Category section including the Alternatives, the Discussion, the Guidelines and the relevant sections cited in the Appendix. After reviewing the entire section, each member should respond to each alternative in Column I by writing "yes," "maybe" or "no" to reflect personal preferences. Also, members should suggest other alternatives that the work group might consider.

Two—to the work group: After discussing each alternative, the task is to indicate the consensus of the group in Column II by writing "yes," "maybe" or "no" for each alternative. Additional alternatives should be recorded and similarly rated to reflect the consensus of the group. This Column (II) should be completed under the direction of the chairman.

ALTERNATIVES

Column I: Individual Choice		Column II: Group Consensus
	5-A. The specificity of the reference:	
_____	(1) *immediate*—those behavior observed in a particular evaluation of a lesson, i.e., the effectiveness of the questioning techniques or the knowledge of the subject of the lesson taught.	_____
_____	(2) *general*—judgments that extend beyond the specifics observed, i.e., the general professional responsibility of the person or the person's general knowledge of the subject taught.	_____
_____	(3) *global*—judgments as to the overall performance of the evaluatee, i.e., the quality of the teacher or administrator—he/she is a/an _____ (average, superior or excellent) teacher or administrator.	_____
	5-B. The kind of scale:	
	(1) *rank order*	
_____	a. (immediate) the person's effectiveness in communication was:	_____
	_____ exceptional	
	_____ superior	
	_____ average	
	_____ inadequate	
_____	b. (general) the person's professional responsibility can be characterized as:	_____
	_____ superior	
	_____ above average	
	_____ average	
	_____ below average	
_____	c. (global) your estimate of the administrator's performance is:	_____
	_____ superior	
	_____ adequate	
	_____ inferior	

Column I: Individual Choice		Column II: Group Consensus
	(2) *forced distribution*	
_____	a. (immediate) person's assignment-making effectiveness was in the:	_____
	_____ upper 10% _____ next 20%	
	_____ next 20% _____ lowest 10%	
	_____ mid 40%	
_____	b. (general) of the teachers/administrators of the staff of this school, his/her professional responsibility would place him/her in the:	_____
	_____ upper one-fourth _____ lower one-fourth	
	_____ middle one-half	
_____	c. (global) his/her overall performance as a building principal is in the:	_____
	_____ top one-third	
	_____ middle one-third	
	_____ lower one-third	
	(3) *absolute categories*	
_____	a. (immediate) tabulate the frequency with which the teacher:	_____
	_____ acknowledged student responses appropriately	
	_____ reinforced student responses appropriately	
	_____ ignored efforts of students to respond	
	b. (general) the number of grievances filed against the principal from September through December was _____; of these, _____ were found to be legitimate grievances.	
	(4) *verbal descriptors*	
_____	a. (immediate) list below the strengths of the teacher/administrator observed:	_____
	_____	
	_____	
_____	b. (general) the means by which the teacher exercised class control effectively were:	_____
	_____	
	_____	
_____	c. (global) the overall daily planning of Mr./Ms. _____ is deemed to be:	_____
	_____	
	systematic disorganized	

Column I: Individual Choice		Column II: Group Consensus
	(5) *degree of existence*	
_____	a. (immediate) Mr./Ms. _____ demonstrates a genuine personal interest in students:	_____
	_____ always	
	_____ frequently	
	_____ occasionally	
	_____ seldom	
	_____ never	
_____	b. (general) Mr./Ms. _____ effectively implements the policies of the school district:	_____
	_____ always	
	_____ generally	
	_____ occasionally	
	_____ seldom	

5-C. Scale alternative, verbal:

(1) two categories

	__yes	__appropriate
_____	__no	__needs improvement _____

(2) three categories

	__exceptional	__highly effective
	__proficient	__effective
_____	__needs improvement	__not effective _____
	__meets or exceeds standards	__good
	__needs improvement	__improvement needed
_____	__unsatisfactory	__unsatisfactory _____
	__strong characteristic	
	__satisfactory	
_____	__area for improvement	_____

(3) four categories

	__always	__excellent
	__typically	__good
	__infrequently	__satisfactory
_____	__sometimes	__unsatisfactory _____
		__not applicable

(4) five categories

	__excellent	A = excellent
	__above average	B = good
	__average	C = average
	__below average	D = fair
_____	__needs improvement	F = needs improvement _____

Column I: Individual Choice		Column II: Group Consensus

(5) six categories

	commendable	concern	
	_extreme	_moderate	
	_high	_high	
_____	_moderate	_extreme	_____

5-D. Scale alternative, numerical:

(1) two categories

_____	1 = adequate 2 = average	_____

(2) three categories

	1 = above average	
_____	2 = average	_____
	3 = below average	

(3) four categories

	1 = negligible	1 = strongly agree	
	2 = moderate	2 = agree	
	3 = serious	3 = disagree	
_____	4 = critical	4 = strongly disagree	_____

(4) five categories

	1 = (low) never	1 = poor	
	2 = sometimes	2 = fair	
	3 = frequently	3 = average	
	4 = generally	4 = good	
_____	5 = (high) always	5 = superior	_____
	1 = strongly disagree	1 = always true	
	2 = disagree	2 = true most of the time	
	3 = undecided	3 = true half the time	
	4 = support	4 = seldom true	
_____	5 = strongly support	5 = not true	_____

(5) more than five categories

	highest			average			lowest			didn't observe	
_____	7	6		5		4	3			2	1	_____
	No opinion (Low)										(High)	
_____	_____	0	1	2	3	4	5	6	7	8	9	10	_____

5-E. Nonscaled Alternative—performance (target) referenced:

Step 1: The evaluator and the evaluatee confer to initiate the evaluation. At this time they review the job description of the evaluatee to:

(See sample format that follows)

1) identify those specific things that the evaluatee should achieve. Describe these in Column I. (Planning & Objectives)

2) identify means for judging, sometimes measuring, by which the achievement (or lack thereof) will be determined. Describe these in Column II. (Achievement Means)

3) establish accounting activities and subsequent conferencing, dates, etc. for monitoring the evaluatee's progress. Describe these in Column III. (Recording Appraisal Activities)

Step 2: The evaluator and the evaluatee meet periodically throughout the appraisal period to ascertain and record progress, problems encountered. Describe these in Column IV.

Step 3: The evaluator and the evaluatee meet in postconference to assess evaluatee achievements and to initiate a recycling of the activity. Summarize finalized assessments as discussed with the evaluatee in Column IV.

(Sample)

Column I: Establishing Planning Objectives	Column II: Establishing Achievement Means

Column III: Recording the Appraisal Activities

Column IV: Finalized Assessments

Column I: Individual Choice		Column II: Group Consensus
	5-F. Combination scaled and nonscaled with descriptors to complement the standard (instructions: rate the standard on a five point (1-5) scale after checking whether the relevant behaviors are observed).	
	_____ Standard: (1-5)	
_____	Demonstrates knowledge of instructional media and its application (Evidences/Behaviors)	_____
	___ yes uses visual aids appropriately	
	___ yes prepares appropriate visual aids	
	___ yes uses visual equipment effectively	
	___ yes employs the help of media specialists in the design and use of instructional materials	
	_____ other: describe as observed:	
	_____	
	_____	
	5-G. Other, including combinations of above (list):	
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

DISCUSSION

As stated previously, the nature of the response system selected is less important than the criteria of the instrument and the congruence between the criteria and the response alternatives; thus both need to be considered simultaneously by the work group. Additionally, the response system does not need to be consistent throughout the instrument, so form should follow function in instrumentation, on the condition that response variance does not confuse the evaluator or the evaluatee. Finally, it is worth noting that while a smaller number of response choices (e.g., "good" or "unsatisfactory") decreases the likelihood of error by the evaluator, it increases the consequences of judgment error.

GUIDELINES

1. The credibility, therefore the perceived validity, of evaluator responses is enhanced by supporting evidence for each rating.

2. The lower the rating, the more likely evaluatees will seek supporting evidence for the rating, i.e., evaluatees with high ratings seldom demand evidence for that rating.

3. Evaluators and evaluatees alike tend to prefer smaller numbers of response alternatives.

4. The more specific the judgment, the more likely it is to have evaluatee credibility for other than the highest ratings.

5. If the purpose of the evaluation is personnel improvement, specific remediation means should be incorporated into the response system.

6. Though rating scales and checklists lack specificity in direction and remediation needs, they communicate organizational and evaluator expectations effectively.

7. The *strengths of performance/target oriented systems* include the communication of remediation means, their generalizability from job-to-job, the ease of preparing instruments and the focus on a specific individual in a particular job. Additionally, interaction and communication of expectations between evaluator/evaluatee are required. *The problems* include the temptation to avoid the unpleasant, the necessity of greater knowledge about the job and means of successful performance by the evaluator, the temptation to trivialize in the press to measure achievement means and remediation and difficulty in judging comprehensive work performance—in short, it can be deceptive in its simplicity.

8. The more diagnostic and prescriptive the evaluation form, the more demanding are the professional skills of the evaluator.

9. If the response system contains an odd number of choices, people tend to choose the middle one when undecided.

10. If persons have to cite evidence to support their high judgments, they frequently will lower their ratings and vice versa.

SUGGESTIONS FOR FURTHER READING

Bolton, Dale L., "Collecting Evaluation Data," *The National Elementary Principal.* February, 1973, pp. 76-78.

Bolton, Dale L., *Evaluating Administrative Personnel in School Systems.* New York: Teachers College Press, 1980.

ERS Report: *Evaluating Teacher Performances.* Arlington, VA: Educational Research Service, Inc., 1978.

Goodwin, Harold I., *Evaluating Faculty and Administrators: Constructing the Instruments.* West Virginia University, 1979.

APPLICATION

(Time Range 2 to 3 Hours)

Assuming that the individual members of the work group have reviewed the section and marked their choice as "yes," "maybe" or "no," the work group should proceed under the direction of the chairman to:

1. Review the position(s) for which the group is to develop evaluation means.

2. Review the purposes, principles, evaluators and foci as agreed to in the previous sections. (Note: At this point the process will be enhanced by providing the work group with a copy of the draft of the instrument as recommended in the Application section of the previous Decision Category).

3. Discuss the possible response system in this section for the purpose of developing consensus as to the appropriate response systems for the criteria references previously identified.

4. Select and list the response systems in the space provided below and/or on the draft copy of the instrument.

5. Identify the supplemental response format for the response system such as "comments," "other," "suggestions for improvement," "evidence to support concern," "incidents deemed critical," etc.

6. Plan for the next meeting and preview the responsibilities of group members in preparation for Decision Category Six.

DECISION CATEGORY SIX: ESTABLISHING THE IMPLEMENTATION PROCEDURES

INTRODUCTORY STATEMENT

The procedures should describe in some detail the ways in which personnel evaluations are to be applied in this school setting. They should present the specifics for making the evaluation activities operational and may be presented in some combination of two forms: a policy statement of the governing board and/or the instruction section to the instruments. In practice these become the criteria for due process, therefore must be simple, straightforward, understandable to all concerned and, above all, formally documented and duly promulgated. The policies and procedures supporting the personnel evaluations become the "rules of the game" that identify the responsibilities of the evaluators and the rights of the evaluatees. They implement the principles agreed upon in Decision Category Two, thus, in practice, they become one of the most important facets of the evaluation process.

At this point a key decision becomes: WHAT SHOULD BE THE IMPLEMENTATION PROCEDURES BY WHICH THE EVALUATIONS ARE TO BE ACCOMPLISHED? The primary alternatives to be considered by the work group follow. (You are encouraged to review the principles agreed to in Decision Category Two and the sample statements in the Appendix.)

INSTRUCTIONS

One—to the individual member: *Prior to the next meeting* of the work group, *each individual member* should review the entire Decision Category section including the Alternatives, the Discussion, the Guidelines and the relevant sections cited in the Appendix. After reviewing the entire section, each member should respond to each alternative in Column I by writing "yes," "maybe" or "no" to reflect his/her personal preferences. Also, each member should suggest other alternatives that the work group might consider.

Two—to the work group: After discussing each alternative, the task is to indicate the consensus of the group in Column II by writing "yes," "maybe" or "no" for each alternative. Additional alternatives should be recorded and similarly rated to reflect the consensus of the group. This Column (II) should be completed under the direction of the chairman.

ALTERNATIVES

Column I: Individual Choice			Column II: Group Consensus
	6-A.	Tenured personnel will be evaluated	
_____		—annually.	_____
_____		—semiannually.	_____
	6-B.	Nontenured personnel will be evaluated	
_____		—annually.	_____
_____		—semiannually.	_____
_____	6-C.	Evaluatees will be notified as to the time/date of their evaluations.	_____
_____	6-D.	Evaluation observations will be at least one instructional period in length.	_____
_____	6-E.	Evaluatees will be ensured a preevaluation conference.	_____
_____	6-F.	Evaluatees will be ensured of a postevaluation conference a prescribed number of days after the evaluation observation.	_____
_____	6-G.	Evaluatees will receive a written copy of their evaluation report.	_____
_____	6-H.	Evaluatees will be provided an opportunity to respond in writing to the evaluation.	_____
_____	6-I.	Evaluatees shall have access to their evaluation records and files.	_____
_____	6-J.	Evaluatees will be advised of the evaluative criteria, instruments and procedures prior to the evaluation.	_____
_____	6-K.	Evaluatees will be ensured an opportunity to appeal evaluation findings.	_____
_____	6-L.	Evaluators will be required to propose corrective measures in writing when requested.	_____
_____	6-M.	Evaluatees will be assured the opportunity to have a colleague of their choice sit in on evaluation conferences.	_____
_____	6-N.	Evaluation results will be disseminated only with the approval of the evaluatee.	_____
_____	6-O.	Implementing procedures will be adopted and detailed in the minutes and policies of the governing board.	_____
_____	6-P.	Implementing procedures will be detailed in the evaluation instrument.	_____
_____	6-Q.	Evaluatees will be afforded adequate lead time to remediate concerns identified in the evaluation.	_____

Column I: Individual Choice			Column II: Group Consensus
_____	6-R.	Evaluatees will be advised of the purposes and uses of their evaluations.	_____
_____	6-S.	Evaluatees may request supplementary evaluations by other evaluators.	_____
_____	6-T.	Evaluations from sources or persons other than those prescribed in school policy, such as peers, clients or patrons and voluntarily engaged in, will not become a part of personnel records unless specific permission is granted by the evaluatee.	_____
_____	6-U.	Evaluatees will be assured input into the design of the evaluation process by representatives of their work group or colleagues.	_____
	6-V.	Others (list)	
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____

DISCUSSION

It is in the process of establishing implementation procedures that describe and support personnel evaluations, regardless of the positions—teacher, supervisor or administrator—that the evaluatees will rightfully insist upon involvement. Certainly this is understandable since it is their jobs, careers and futures that are at stake. This is an extremely important phase in the process of designing personnel evaluation procedures.

GUIDELINES

1. Evaluatees, regardless of position, should be involved or represented in the process of developing evaluation implementation procedures.

2. Evaluatees, in their quest to ensure personal security, can be expected to seek to direct the evaluation process by seeking to influence—sometimes debilitate—the process by demanding enforcement to the letter.

3. Implementation procedures should be reviewed by legal representatives to ensure civil due process for all parties.

4. Grievances and appeals should be anticipated more often in connection with the implementation procedure than any other facet of the evaluation process.

5. The higher in the organization the position of the evaluatee, the more difficult it will be to ensure professional due process.

6. All evaluatees are entitled to know the specifics of personnel evaluations—the who, why, what, when and how of evaluations—in the interest of fairness and job performance improvement.

7. Though policy/procedure statements should be incorporated in the policy statements of the board, their inclusion as a part of the evaluation instruments increases the likelihood that they will be continuously reviewed by both evaluators and evaluatees.

SUGGESTIONS FOR FURTHER READING

ERS Report: *Evaluating Teacher Performance*. Arlington, VA: Educational Research Service, Inc., 1978.

Millman, Jason (Editor), *Handbook of Teacher Evaluation*. Beverly Hills: Sage Publications, 1981, Chapter 17, "Fairness and the Legal Context of Teacher Evaluation," pp. 303-341, by Stike, Kenneth and Buil, Barry.

APPLICATION

(Time Range 2 to 3 Hours)

Assuming that the individual members of the work group have reviewed the section and marked their choices as "yes," "maybe" or "no," the work group should proceed, under the direction of the chairman, to:

1. Review the position, the purposes, the principles, the evaluators, the foci and the response system as agreed to in the previous sections.

2. Discuss the implementation procedures in this section for the purpose of developing consensus as to the appropriate procedures. Note: At this point the work group would be well advised to review the relevant board policy, administrative manuals and master contract(s) to ensure consistency with established school policy.

3. Select and list the implementation procedures chosen in the space provided below. (Additionally the group may want to suggest the placement for these—in board policy, school policy, the evaluation instrument or some combination.)

Implementation Procedures *(continued)*

Note: Use supplemental sheets as necessary.

4. Plan for the next meeting and preview the responsibilities of group members in preparation for Part IV—Synthesizing the Evaluation Process.

PART IV:
SYNTHESIZING
THE EVALUATION PROCESS

PART IV: SYNTHESIZING THE EVALUATION PROCESS

INTRODUCTORY STATEMENT

This, the last phase of the program, entails "putting-it-all-together" in the form of the instrumentation with implementation procedures for personnel evaluation in this school setting. The tasks for completing this section are three:

Task One: The synthesis of the recommendations of the work group into a draft of the instrument with supporting procedures. The responsibility for this task is largely that of the chairman of the work group.

Task Two: The presentation and discussion of the draft instrument and implementation procedures by the work group for a final review and revision.

Task Three: The submission of the proposed evaluation process to the appropriate administrators and school board for their consideration and subsequent adoption.

APPLICATION

Instructions

The tasks involved in completing this part of the program should be primarily the responsibility of the chairman and recorder for the work group. The outcome should be a completed instrument with implementation procedures as finally approved by the work group for presentation to the approving administrators and school board.

Note: The synthesized product should take a form similar to some combination of instruments and procedures contained in the Appendix. The group should be encouraged to modify the examples provided below as deemed appropriate by the work group.

(Time Range 2 to 3 Hours)

Step 1: To establish the context for the evaluation:

Name of Person Evaluated _____

Position of Person Evaluated _____

School _____

Class/Activities Observed _____

Dates or Period of Evaluation _____

Name of the Evaluator _____

Position of the Evaluator _____

Conferences: Preevaluation _____
time/date

Postevaluation _____
time/date

Step 2: To indicate the purpose categories of the evaluation: (See Application section of Decision Category One.)

Purposes of the evaluation (check appropriate spaces)

____ regularly scheduled observation for teacher improvement

____ teacher initiated request

____ administrator initiated request

____ self-evaluation by the teacher

____ determination of employment status: tenure

____ _____

____ _____

Step 3: To indicate the principles upon which the evaluation is based. (See the Application section of Decision Category Two.) Note: The principles may be incorporated as a part of the instrument or presented as a part of supporting policy statements of the school board.

See Samples in Appendix D and E.

Step 4: To indicate the criteria references with response system(s) for the entire instrument. (See Application sections of Decision Categories Four and Five and relevant sample instruments in the Appendix.)

Notes: 1. The instructions for the response system(s) should be included.

2. Appropriate space for evaluator remarks and support statements should be provided.

Instructions: The evaluator should check ( ) the appropriate rating for each item observed and indicate remarks and specific suggestions for improvement. Leave blank those items not observed or evaluated.

1. The performance of the teacher, the behaviors of the students and the instructional setting reflected:

	Outstanding	*Satisfactory*	*Needs Improvement*
Pupil control	_____	_____	_____
Student teacher interaction	_____	_____	_____
Purposeful instructional activity	_____	_____	_____

Observer remarks and suggestions for improvement:

_____

_____

Step 5: To indicate the implementation procedures by which the evaluations are to be implemented (See Application section of Decision Category Six).

Note: These may be incorporated as a part of the instrument or presented as a part of supporting policy statements of the school board.

See Sample Policy Statements in the Appendix.

Step 6: To incorporate supplementary items as deemed appropriate such as "evaluatee remarks/reactions," "evaluatee signature/date," "evaluator summary of strengths, concerns and suggestions for improvement," etc.

A. Summary of Strengths Observed: _____

_____

_____

_____

_____

_____

B. Statement of Concerns with Specific Suggestions (Targets) for Correcting Each:

_____

_____

_____

_____

_____

_____

_____

_____

_____

C. Teacher Comments or Reactions:

_____

_____

_____

_____

_____

_____

_____

D. Signature of Evaluator: _____

Date: _____

E. *Signature of Evaluatee: _____

Date: _____

*Signature signifies reading and review of the evaluation but not necessarily concurrence.

Upon the completion of the above steps in the form of a draft copy of the instrument with supporting procedural statements, the work group may be convened an additional time to review and finally revise the copy for submission to the administrators and the school board.

APPENDICES

A. Sample Agenda for the Work Group
B. Selected Criteria References for Teacher Evaluation
C. Selected Criteria References for Administrator Evaluation
D. Sample Board Policy for Administrator Evaluation
E. Sample of Implementation Procedures for Teacher Evaluation Contained in the Instrument
F. Sample Instruments for the Evaluation of Teachers
G. Sample Instruments for the Evaluation of Administrators
H. Samples of Performance (Target) Oriented Evaluation Instruments
I. Sample Student Evaluation Instrument
J. Model Forms for Administrator and Teacher Evaluation with Supplements

APPENDIX A: Sample Agenda for the Work Group

Session	*Date*	*Time*	*Activity*
1	_____	_____ (2 hours)	Presentation of the Charge and a Preview of Materials and Process
2	_____	_____ (2 hours)	Decision Category One: Establishing the Purposes
3	_____	_____ (2 hours)	Decision Category Two: Establishing the Principles
4	_____	_____ (2 hours)	Decision Category Three: Determining the Evaluators
5	_____	_____ (2 hours)	Decision Category Four: Establishing the Foci (Criteria)
6	_____	_____ (2 hours)	Decision Category Four: (cont'd): Establishing the Foci (Criteria)
7	_____	_____ (2 hours)	Decision Category Five: Establishing the Response System
8	_____	_____ (2 hours)	Decision Category Six: Establishing the Procedures/Policies
9	_____	_____ (2 hours)	Part IV: Synthesizing the Process
10	_____	_____ (2 hours)	Finalizing the Report

APPENDIX B: Selected Criteria References for Teacher Evaluation

(Explanation: The criteria listed below are classified as in Decision Category Four. The items within each classification are presented in random order; they are numbered only for the convenience of the work group.)

A. PRESAGE

(Personal Traits)

1. Knowledge of subject
2. Knowledge of instructional techniques
3. Background for teaching
4. Knowledge of students...interests...needs
5. Physical health
6. Scholarly achievement

(Behavior Sets)

1. Sense of humor
2. Sensitivity...warmth...caring...empathy
3. Tact
4. Creativity
5. Resourcefulness
6. Communication, speaking skill
7. Initiative
8. Energy
9. Dependability
10. Professional manner...demeanor
11. Innovativeness
12. Self-confidence
13. Grooming
14. Judgment...personal...professional
15. Enthusiasm

B. PERFORMANCE

(Planning—Organizing)

1. Establishes objectives appropriate for the instruction
2. Establishes objectives in an observable form
3. Plans instruction to achieve selected objectives
4. Maintains reasonable expectation levels for students
5. Prepares adequately for classes
6. Organizes to accommodate learner differences
7. Utilizes available curriculum...instruction guides
8. Prepares daily lesson plans...unit plans
9. Coordinates plans with appropriate colleagues
10. Develops means to assess student performance
11. Establishes seating arrangements
12. Plans assignments
13. Prepares class, student projects

(Classroom)

1. Demonstrates knowledge of subject
2. Communicates effectively with students
3. Utilizes instructional modes appropriate for class objectives...lesson content...student interests...ability levels
4. Demonstrates interest in students
5. Displays enthusiasm for teaching...the subject...the students
6. Implements plans

7. Manages classroom instruction
8. Demonstrates skill in the use of alternative instructional methods
9. Motivates students
10. Utilizes time effectively
11. Presents...explains...clarifies...demonstrates effectively
12. Maintains control of students
13. Manages the classroom climate
14. Treats students fairly and objectively
15. Reinforces learners appropriately
16. Continuously evaluates the results of teaching...formally...informally and revises instruction accordingly
17. Demonstrates genuine concern for students
18. Maintains standards, expectations of students
19. Conducts the classroom purposefully
20. Teaches effectively
21. Avoids distracting mannerisms
22. Utilizes questioning techniques effectively
23. Uses the language appropriately
24. Presents instruction...expectations...assignments...questions with clarity
25. Encourages independent thinking by students
26. Adapts instruction to the situation
27. Speaks in a clear, audible voice
28. Uses laboratory equipment effectively
29. Treats students equitably
30. Uses nonverbal communication effectively
31. Performs in a task oriented manner
32. Gears assignments to learner differences

C. PROFESSIONAL DEVELOPMENT

1. Displays knowledge of current developments in the area of instruction
2. Maintains active membership in professional associations
3. Accepts constructive criticism
4. Fulfills the expectations of the profession
5. Meets the expectations of the school
6. Accommodates the suggestions of colleagues...superiors
7. Enrolls in courses and inservice programs relevant to his/her assignment
8. Is committed to professional growth...self-improvement
9. Achieves targeted objectives and means for improvement
10. Participates in faculty meetings, work groups
11. Reads relevant articles, journals

D. OUTCOMES/PRODUCTS

1. Utilizes informal, teacher made measures of student achievement in instruction
2. Utilizes formal, standardized measures of student achievement in instruction
3. Monitors the performance of students on standardized measures of achievement
4. Assesses the congruence between course objectives and student achievement
5. Uses student evaluations of teaching
6. Utilizes the results of follow-up studies in the instructional process
7. Uses standardized tests, including the school testing program, to diagnose instructional needs and results
8. Evaluates the performance of students and former students on tests, in contests, class related activities and performances
9. Demonstrates knowledge of the appropriate uses and interpretations of standardized tests

E. ATTENDANT BEHAVIORS

1. Advises, counsels students
2. Counsels with parents
3. Provides extraclass student assistance
4. Contributes to school committees, work groups
5. Accepts supervisory assignments outside the classroom
6. Refers students to appropriate resource personnel
7. Maintains good interpersonal relations with staff
8. Implements school policies and standards
9. Utilizes special personnel, such as counselor, media, psychologist, nurse, assistant principal, deans, etc.
10. Adapts to school program and policy changes
11. Contributes to total school program
12. Implements self-evaluation techniques
13. Contributes to extracurricular activity program, sponsors, attends and participates in activities
14. Contributes to good community relations and participates in community activities
15. Demonstrates commitment to the total school program
16. Maintains good relations with students
17. Completes special assignments appropriately
18. Attends school regularly
19. Displays punctuality
20. Maintains acceptable grading (marking) practices
21. Maintains attendance standards for students
22. Demonstrates fiscal accountability in school activities
23. Displays enthusiasm for school program

F. CRITICAL INCIDENTS

1. Manages classroom, school crises
2. Assists colleagues in the management of school crises
3. Performs in a manner consistent with school policies
4. Demonstrates good judgment in handling school related incidents and events
5. Minimizes the frequency and nature of confrontations with students, patrons, colleagues, superiors, etc.

G. ARTIFACTS

1. Maintenance of classroom displays
2. Maintenance of teacher records
3. Maintenance of school records
4. Quality . . . punctuality of reports
5. Nature and quality of the class-related work of students
6. Quality of plans, unit and daily lesson
7. Preparation of instructional materials
8. Quality of instructional materials
9. Evidences of communication to parents, students, staff and administration
10. Samples of student work
11. Anecdotal records

APPENDIX C: Selected Criteria References for Administrator Evaluation

(Explanation: The criteria listed below are classified as presented in Decision Category Four. The items within each classification are presented in random order; they are numbered only for the convenience of the work group.)

A. PRESAGE

(Personal Traits)

1. Health
2. Background/experience
3. Previous achievements
4. Knowledge
5. Professional awareness
6. Demeanor, dress
7. Professional preparation
8. Intelligence

(Behavior Sets)

1. Decisiveness
2. Personality
3. Judgment
4. Communication skills
5. Sense of humor
6. Emotional maturity
7. Leadership
8. Poise
9. Sensitivity
10. Tact
11. Approachability
12. Consistency
13. Fairness
14. Impartiality
15. Professional ethics
16. Resourcefulness
17. Professional commitment
18. Flexibility
19. Openness
20. Self-confidence
21. Innovativeness, entrepreneurship
22. Cooperativeness
23. Punctuality

B. PERFORMANCE

(Administrative Processes)

1. Planning
2. Organizing
3. Decision making
4. Evaluating
5. Communicating, apprising
6. Controlling
7. Conflict resolving
8. Motivating
9. Appraising

10. Supervising
11. Policy initiating
12. Policy implementing
13. Crisis managing

(Task Achievement)

Personnel Management: Faculty/Staff

1. Scheduling personnel
2. Scheduling activities, events
3. Building the master schedule
4. Preparing the school calendar
5. Evaluating personnel
6. Appointing committees, work groups
7. Negotiating
8. Developing personnel policies
9. Implementing board personnel policy
10. Selecting personnel
11. Developing and maintaining personnel records

Personnel Management: Students

1. Orienting students
2. Promulgating student behavior problems
3. Coping with student behavior problems
4. Developing and maintaining student records
5. Grouping students
6. Administering the testing program

Supervision

1. Maintaining minimal performance standards
2. Implementing inservice programs
3. Assisting staff in professional growth
4. Observing faculty/staff performance
5. Scheduling and chairing faculty meetings
6. Recommending staff for retention, dismissal and promotion

Program Management: Curriculum Instruction

1. Providing curriculum direction
2. Coordinating instructional activities
3. Evaluating program(s)
4. Revising course offerings . . . their nature, scope, sequence and prerequisites
5. Proposing and monitoring graduation requirements
6. Directing the process of selecting instructional materials

Plant—Facility Management

1. Assigning classroom space and equipment
2. Planning facility construction, renovation
3. Directing the maintenance of the school plant and equipment
4. Administering the cafeteria services
5. Administering the transportation system
6. Monitoring the use of facilities, equipment
7. Planning appropriate preventative maintenance activities

Student Activity Management

1. Organizing and supervising extracurricular activities
2. Evaluating activity programs
3. Maintaining the activity calendar
4. Providing direction to the activity program
5. Maintaining student activity records
6. Assigning activity sponsors

Fiscal Management

1. Preparing the school budget
2. Administering the budget
3. Maintaining financial records and reports
4. Purchasing materials and equipment
5. Planning and directing tax referenda
6. Developing policy/procedures for fiscal management

School—Community Relations

1. Meeting with public groups and individuals
2. Responding to the concern of the public
3. Preparing news releases and stories
4. Working with the school board
5. Preparing the public to support the school's program

C. PROFESSIONAL DEVELOPMENT

1. Keeps abreast of developments in administration
2. Participates in relevant professional associations
3. Achieves leadership in professional groups
4. Seeks continuously to improve professional performance
5. Demonstrates a capacity to grow professionally
6. Keeps abreast of educational innovations
7. Implements directions and means targeted for improvement
8. Initiates activities to improve job performance
9. Seeks suggestions for job improvement
10. Accepts and acts on constructive criticism
11. Maintains a self-improvement plan
12. Displays growth in those areas of performance identified as needing improvement
13. Demonstrates an awareness of the expectations of the positions by superordinates, peers, subordinates, patrons and students

D. OUTCOMES/PRODUCTS

1. Achievements of students attributed to schooling such as:
   - . . . student honors
   - . . . test, contest results
   - . . . student activity achievements
   - . . . attendance patterns
   - . . . academic and vocational achievements upon graduation
2. Honors and achievements of faculty/staff
3. Honors to the school
4. Successful tax and building referenda
5. Building programs
6. Personal, professional awards or honors earned
7. External evaluations by the state, regional accrediting associations
8. Results of local surveys and opinions of clients, teachers, students and parents
9. Grievances and litigations in favor of the school

E. ATTENDANT BEHAVIORS

1. Contributions to school and community
2. Community relations
3. Relations with students, staff and patrons
4. Enthusiasm for school programs
5. Awareness of school/community expectations and traditions
6. Resourcefulness in achieving support for programs of the school
7. Relationships with school board

8. Relationships with employee associations
9. Ability to accommodate situational matters
10. Lifestyle appropriate for the school setting
11. Acceptance in the community
12. Involvement in community civic groups
13. Cooperation between school and community

F. CRITICAL INCIDENTS

1. Handling of controversial issues
2. Processing of grievances, appeals, etc.
3. Results of litigation
4. Crisis management
5. Conducting hearings on personnel matters

G. ARTIFACTS

1. Schedules of classes
2. Policies, procedure manuals of the school
3. Schedules for special duties, noon hours, bus, building, playground, extracurricular, etc.
4. Instructional materials and equipment
5. Inservice programs for staff
6. Contracts negotiated
7. Attractiveness of school facilities
8. Reports of:
   ...state educational agencies
   ...regional accrediting associations
   ...consultants, evaluators
9. Programs funded
10. Innovative, exemplary programs
11. Educational expenditure per pupil
12. Newspaper stories

APPENDIX D: Sample Board Policy For Administrator Evaluation

These procedures are designed to enhance the development and maintenance of an effective administrative staff accountable to the Board of Education by means consistent with the requisites of professional due process. These procedures have been developed on the following premises: (1) that the Board of Education will adhere to the highest standards of ethical conduct which embody the precepts of fair personnel treatment; (2) that the administrators will have the same rights afforded all citizens; and (3) that the administrators will exemplify personal and professional behaviors appropriate to their role as educational leaders. Additionally, the evaluations will be held in strict confidence by both the Board of Education and the administrators involved, thus all personnel evaluations will be discussed in executive session.

1. *Evaluation Guidelines*

The procedures for the evaluation of administrators will be referenced to, but not be limited to, written job descriptions that specify current positional expectations and authority relationships. These descriptions will be reviewed annually for the purposes of updating the responsibilities and expectations for each position. The performance of each member of the administrative staff will be evaluated a minimum of two times annually and complemented by additional evaluations deemed necessary by either the Board of Education or the evaluating administrator(s). Evaluations will be implemented through procedures and instruments that:

—are formally adopted by the Board of Education and communicated to those concerned early in the contract period;

—have been cooperatively developed by those evaluating and those being evaluated;

—effectively communicate job expectations and behaviors prior to utilization;

—provide the evaluatee with a written copy of all evaluation findings to ensure the person being evaluated an opportunity to respond to the findings and recommendations, including a hearing and an appeal of those judgments deemed invalid by the evaluatee;

—require the evaluator(s) to propose corrective action in writing with sufficient lead time for the person being evaluated to correct deficiencies;

—evaluations will be achieved in a manner that minimizes insecurities and anxieties on the part of both evaluatees and evaluators.

2. *Administrative Positions and Evaluators*

Position(s)	*Evaluator(s)*
Superintendent	Board of Education
Principal	Superintendent
Assistant Superintendent, Business	Superintendent
Administrative Assistant-Dean of Students	Principal and Superintendent
Vocational Director	Principal and Superintendent
Administrative Assistant-Director of Guidance	Principal and Superintendent

All evaluations are subject to formal review by the Board of Education.

3. *Frequency of Evaluations*

Evaluation of members of the administrative staff will be conducted a minimum of once each six months of the contract period; they may be complemented by more frequent evaluations as deemed necessary by the evaluator(s).

First Period: A preevaluation conference between the evaluator(s) and evaluatee will be held no later than August 15, to outline job expectations, educational concerns, behavior expectations, planning and familiarizing the evaluatee with the evaluation instrumentation and procedures. An evaluation conference between the evaluator(s) and evaluatee will be held no later than November 15, to communicate the results to the evaluatee, including the person's achievements, job deficiencies and future job expectations.

Second Period: A preevaluation conference will be held no later than January 15, for the purposes outlined above. An evaluation conference will be held no later than February 15, to communicate the findings of the evaluation and recommendations for future employment.

APPENDIX E: Sample of Implementation Procedures for Teacher Evaluation Contained in the Instrument

Teacher Evaluation For Professional Development

The thrust of this evaluation process is to aid the professional staff in the continuous process of maintaining high quality instruction in this school district. It is intended to identify and acknowledge those performances that are effectively done as well as those areas that need improvement. It emphasizes the desirability, indeed the necessity, of self-evaluation by teachers; additionally, it provides a means whereby instructional problems can be identified and resolved with the assistance of the administrative staff. The evaluation/development process is based upon the Principles of Effective Staff Evaluation in Public Schools that follow.

Principles of Effective Staff Evaluation in Public Schools

1. Evaluation policies, criteria, procedures and means should be designed for a particular school setting.
2. All personnel involved should be well informed about the evaluation system...the purposes, the criteria and the respective roles of those involved should be communicated to all concerned.
3. Evaluation procedures are most effective when the personnel being evaluated are actively involved in the process. A preevaluation conference is recommended in order that the observer can be made aware of the lesson's context, objectives and methods planned.
4. Evaluations should be made on numerous occasions over an extended period of time. The observation should be for an appropriate amount of time, typically the length of the specific instructional activity.
5. Judgments, ratings and recommendations should be made in a manner to minimize strong feelings of insecurity by both the evaluators and those being evaluated. Teachers should be afforded the opportunity to communicate their rationale for utilizing various instructional activities.
6. Evaluation procedures should be designed to minimize and control observer bias.
7. The primary objective of the evaluation is to improve instruction within a school system.
8. If staff members are to improve their professional competencies and performances, they should be assured the opportunity to receive and react to observations, judgments and recommendations; therefore, a conference to communicate the evaluator's recommendations should be an integral part of the evaluation process.
9. Evaluations should be made in good faith, i.e., a means to bring about improved instruction within a school, and not to collect information to support preconceived judgments.
10. Evaluational observations should be conducted openly and with the full knowledge of the teacher. Mechanical or electrical observation devices should be used only with the consent of the teacher observed.
11. Evaluations should be comprehensive with the real criteria included in the evaluation instrument.
12. Staff members should be encouraged to use ratings of various types to supplement the ratings of supervisors.
13. Evaluational observations and recommendations should be effectively communicated to all concerned—teachers, administrators and the school board.
14. Those ultimately responsible for the instructional program are entitled to receive the candid professional judgments and recommendations of the evaluators.
15. Evaluation results should be held in strict confidence by both the evaluators and those to whom their judgments and recommendations are submitted.

Application:

The Teacher Evaluation for Professional Development form is designed to provide a common instrument and process whereby the teacher and administrator can assess teacher performance systematically. It can be used by the teacher as a standard against which to judge his/her performance in the process of self-evaluation as well as by the administrator to measure successes and identify performance areas to be improved. The instrument includes some 45 items in five categories: *Preparational Competencies; Instructional Skills and Techniques; Classroom Management Skills; Personal Characteristics;* and *Contributions to the Total School Program.* The evaluator is asked to assess teacher performance on a four-point scale in which four is outstanding, three is satisfactory, two needs improvement and one is unsatisfactory in terms of the performances expected in this school system. Spaces are provided for additional items to be supplied and rated in each category. (Those items that are not observed or deemed inapplicable should be omitted.) Each category is followed by a space in which the evaluator should insert commendations and specific suggestions for improvement. In Parts VI and VII the evaluator is asked to summarize teacher strengths and to indicate concerns supplemented by specific suggestions for professional improvement. Finally, space is provided for teacher reactions and the signatures of the teacher and evaluator upon the completion of their conference.

Frequency:

Even though staff members are encouraged to evaluate themselves continuously throughout the school year, each nontenured teacher will be observed, evaluated and counseled a minimum of two times each year: once prior to Christmas Vacation and once between January 1 and March 31. Tenured teachers shall be evaluated at least once each year or as deemed necessary by the administrator. Additional observations and evaluations may be requested by the teacher.

The responsibility for implementing these evaluations rests with the building principal. The teacher will be provided a written copy of the completed evaluation form within five working days of the evaluation conference. Each principal will file a professional staff evaluation summary in the Office of the Superintendent prior to March 31 each year.

APPENDIX F: Sample Instruments for the Evaluation of Teachers

TEACHER EVALUATION FOR PROFESSIONAL DEVELOPMENT

I. Name _____ School _____ Date _____

II. Professional Activities Observed:

Class-Subject-Activity	*Date-Time-Place*
_____	_____
_____	_____
_____	_____

III. Evaluator _____ Position _____

IV. Purposes of the Observations and Evaluation: (check appropriate spaces)

_____ Regularly scheduled observation for purposes of teacher development.
_____ Self-evaluation by the teacher.
_____ Teacher initiated request for purposes of instructional improvement.
_____ Follow-up observation for either of the above.
_____ To collect information upon which to recommend continued employment.
_____ To collect information upon which to recommend tenure.
_____ To collect information upon which to recommend reassignment.
_____ Other (describe) _____

V. Performance Areas and Ratings:

Explanation. This section is designed to provide the teacher an opportunity to evaluate himself by placing a check (✓) in the most appropriate space, with the administrator placing an "X" in the space deemed most appropriate. A four point scale is used in which 4 is outstanding; 3 is satisfactory; 2 needs improving; and 1 is unsatisfactory.

A. *Preparational Competencies*	4	3	2	1
The performance of the teacher observed indicates:				
1. knowledge of subject area	___	___	___	___
2. an interest and enthusiasm for the subject	___	___	___	___
3. an understanding of the students	___	___	___	___
4. a genuine concern for the welfare of students	___	___	___	___
5. a knowledge of current developments in the area	___	___	___	___
6. other (list) _____				
_____	___	___	___	___

Observer remarks and/or suggestions for improvement: _____

_____

_____

B. *Instructional Skills and Techniques*	4	3	2	1
The performance of the teacher and/or the behavior of students indicate effective:				
1. planning for instruction	___	___	___	___
2. organization of learning activity	___	___	___	___
3. ability to motivate students	___	___	___	___
4. ability to maintain student interest	___	___	___	___
5. use of varied methodologies	___	___	___	___

	4	3	2	1
6. student participation	___	___	___	___
7. assessment techniques	___	___	___	___
8. assignment making skills	___	___	___	___
9. selection and utilization of instructional materials	___	___	___	___
10. student achievement	___	___	___	___
11. tolerance for students' point of view	___	___	___	___
12. poise and confidence by the teacher	___	___	___	___
13. other (list) _____				
_____	___	___	___	___

Observer remarks and/or suggestions for improvement: _____

_____

_____

C. *Classroom Management Skills*

	4	3	2	1

The performance of the teacher, the behavior of students observed and the instructional setting reflect effective:

1. pupil control	___	___	___	___
2. enforcement of school policies	___	___	___	___
3. maintenance of school reports and records	___	___	___	___
4. maintenance of an attractive instructional setting	___	___	___	___
5. other (list) _____				
_____	___	___	___	___

Observer remarks and/or suggestions for improvement: _____

_____

_____

D. *Personal Characteristics*

	4	3	2	1

The behaviors of the teacher observed typically reflect:

1. an ability to relate to students	___	___	___	___
2. maturity of professional judgment	___	___	___	___
3. a mature sense of humor	___	___	___	___
4. an ability to relate to parents, fellow teachers and administrators	___	___	___	___
5. active support for school policy	___	___	___	___
6. effective participation in school activities	___	___	___	___
7. interest and commitment to education	___	___	___	___
8. a willingness to accept criticism	___	___	___	___
9. receptiveness to new ideas	___	___	___	___
10. willingness to work cooperatively with others	___	___	___	___
11. a professional appearance	___	___	___	___
12. effective and acceptable communication skills	___	___	___	___
13. punctuality and dependability	___	___	___	___
14. good mental and physical health	___	___	___	___
15. appropriate leadership capability	___	___	___	___
16. other (list) _____				
_____	___	___	___	___

Observer remarks and/or suggestions for improvement: _____

_____

_____

E. *Contributions to Total School Program*

	4	3	2	1
The performances of the teacher observed typically reflect:				
1. extraclass activity participation	____	____	____	____
2. effective participation in curricular planning activities	____	____	____	____
3. effective participation in the process of resolving school problems	____	____	____	____
4. a willingness to follow established lines of communication	____	____	____	____
5. other (list) _____				
_____	____	____	____	____

Observer remarks and/or suggestions for improvement: _____

_____

_____

VI. Summary of Major Strengths

VII. Summary of Instructional Concerns with Specific Suggestions for Improvement

VIII. Teacher Comments and/or Reactions

_____
Signature of Observer
(signifies review of evaluation with the teacher)

_____
Signature of Teacher
(signifies reading/review of the evaluation)

TO: Superintendent of Schools

FROM:

SUBJECT: Teacher Evaluation/Development Summary and Recommendations

Teacher_____ School_____ Date_____

I. *Teacher Evaluation/Development Summary:*

Competency Area	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
Preparational Competencies				
Instructional Skills and Techniques				
Classroom Management Skills				
Personal Characteristics				
Contributions to Total School Program				
Summary				

II. *Recommendation:*

Upon reviewing the Teacher Evaluation/Development Forms and the above summary, it is my best professional judgment that this teacher should:

_____be reemployed next year
_____be retained on tenure status next year
_____be reemployed next year under the following conditions:

_____be recommended for tenure
_____not be recommendd for tenure
_____other (describe)_____

III. *Remarks:*

APPENDIX G: Sample Instrument for the Evaluation of Administrators

Evaluation of Administrative and Supervisory Performance

Name_____ Position_____

School or Office_____

Period Covered by Evaluation: 19____ to 19____

Instructions: Evaluation form should be completed in duplicate. Original for evaluator, carbon copy for administrator being evaluated. Original copy, when completed, should be sent to personnel file.

To Administrator being Evaluated:

1. Identify specific "job targets." (page 2)
2. Discuss with evaluator.
3. Work to achieve "job targets." Seek help when needed.
4. Complete self-evaluation. (page 2)
5. Submit completed self-evaluation to evaluator.

To Evaluator:

1. Become as knowledgeable as possible with performance of administrator being evaluated.
2. React to administrator being evaluated relative to his/her identification of "job targets."
3. Provide help and assistance.
4. Analyze self-evaluation submitted.
5. Make *tentative* evaluation of administrator being evaluated.
6. Review *tentative* evaluation with reviewer.
7. Complete *final* evaluation of administrator being evaluated.
8. Schedule and conduct evaluation conference with administrator being evaluated. Original copy to personnel file, carbon to administrator being evaluated.

To Reviewer:

1. Become as knowledgeable as possible with performance of administrator being evaluated.
2. React to evaluations of evaluator.
3. Question evaluator as to validity of evaluations.

Signatures: Signatures indicate completion of evaluation process. If administrator being evaluated is dissatisfied with evaluation conference, he/she may request a review of the evaluation with both evaluator and reviewer.

Administrator Being Evaluated_____ Date_____

Evaluator_____ Date_____

Reviewer_____ Date_____

JOB TARGETS

Instructions: To Administrator Being Evaluated:
1. List specific targets on which you plan to work.
2. Assess results attained at end of evaluation period (self-evaluation — Column 1).

To Evaluator:
1. Evaluate Administrator Being Evaluated relative to his/her achievement of job targets. (Evaluator's evaluation — Column 2).

Evaluation Code: (3) is the highest possible rating.

Job Targets (List in topical form; elaboration not required)	Column 1 Administrator Being Evaluated			Column 2 Evaluator		
	1	2	3	1	2	3

Explanatory Comments (if desired)	Use Additional Sheet (if necessary)
Administrator Being Evaluated	Evaluator

GENERAL EVALUATION

Instructions: To Evaluator: In terms of your general knowledge gained in your contacts with the administrator being evaluated, assess his/her overall general leadership qualities and performance.

Evaluation Code: (3) is the highest possible rating.

	Performance Factors	Circle One		
1. Planning	Degree to which careful planning is done before an action is taken.	1	2	3
2. Initiative	Evidence of ability to originate and develop constructive ideas and actions.	1	2	3
3. Decision Making	Degree to which decisions are sound, timely and effectively carried out.	1	2	3
4. Communication	Extent to which both supervisors, subordinates and staff are kept well informed.	1	2	3
5. Ability to Motivate	Evidence of ability to inspire and challenge those whose performance is directed or supervised.	1	2	3
6. Cooperation	Ability to work with others, i.e., other school districts, those within the school district and members of the community.	1	2	3

Evaluator's General Impression

Evaluator: Circle the number on the scale below that best describes the overall performance of the administrator being evaluated. This includes job targets, job responsibilities and general evaluation.

1 2 3

Explanatory Comments (if desired)	Use Additional Sheet (if necessary)
Administrator Being Evaluated	Evaluator

ADMINISTRATOR EVALUATION FORM

Name of Person Being Evaluated: _____

Position: _____

Date: _____

Evaluator's Name(s) and Position(s): _____

_____

	Good	Adequate	Needs Improvement	*X
I. Personal Characteristics				
1. Appearance				
2. Health				
3. Disposition				
4. Punctuality				
II. Leadership Characteristics				
1. Makes Decisions				
2. Accepts Responsibility				
3. Uses Democratic Procedures				
4. Coordinates Work of Staff				
III. Professional Knowledge and Understanding				
1. Is Current on Educational Trends				
2. Realistic Assessment of Problems Encountered by Staff				
3. Is Willing to Accept Change				
4. Accepts Suggestions and Criticism				
IV. Success in Supervision/ Management				
1. Develops Strong Instructional Program				
2. Is Available to Counsel and Assist Staff				
3. Administers Pupil Discipline Fairly				
4. Is Fair and Corrective in Teacher Evaluation				
5. Supervises Noncertified Personnel				
6. Communicates Ideas Well, Both Orally and Written				
7. Meets Deadlines/Reports etc.				

*Insufficient data to respond or nonapplicable.

	Good	Adequate	Needs Improvement	*X
V. Ability of Building Morale				
1. Delegates Effectively				
2. Listens to Other Points of View				
3. Inspires Confidence and Trust in Staff				
4. Democratic in Interpersonal Relations				
5. Generates Enthusiasm and Initiative				
VI. Success in Problem Solving				
1. Exercises Careful Judgment and Logical Thinking				
2. Demonstrates Creativity and Imagination				
3. Pursues Careful Planning				
VII. Relations With Community				
1. Has Good Public Relations				
2. Interprets School Effectively to Community				
3. Organizes and Guides Parent Organizations				
VIII. Relations With Students				
1. Counseling				
2. Demonstrates Good Rapport				
3. Acquires Respect				

EVALUATION SUMMARY:

AREAS OF STRENGTH:

AREAS IN NEED OF IMPROVEMENT:

*Insufficient data to respond or nonapplicable.

ADDITIONAL COMMENTS/FOLLOW-UP ACTIVITIES:

SIGNATURE OF PERSON EVALUATED

EVALUATION OF ADMINISTRATIVE PERFORMANCE

19___ - 19___

NAME_____ POSITION_____

DATES_____ EVALUATED BY_____

_____ _____

ADMINISTRATOR'S SIGNATURE _____ DATE_____

SUPERINTENDENT/ASSISTANT
SUPERINTENDENT'S SIGNATURE_____ DATE_____

TERMS USED IN EVALUATION:

Superior:	The quality of this administrator's work stands out as definitely superior; he/she is superior; he/she can be considered outstanding in this area.
Good:	The administrator is doing more than may reasonably be expected of him/her in this area; the quality of his/her work and effort is definitely above average.
Satisfactory:	The administrator is doing all that reasonably may be expected of him/her in this area; his/her work is satisfactory.
Needs Improvement:	The administrator is not doing all that reasonably may be expected of him/her in this area; his/her work needs to improve.

I. EXECUTIVE ABILITIES:

A. Identify strengths, weaknesses and plans for improvement:_____

_____

_____

_____

_____

_____

_____

_____

B. Overall, what is your evaluation of his/her executive abilities?

___Superior ___Satisfactory

___Good ___Needs Improvement

II. EFFECTIVENESS WITH PEOPLE:

A. Identify strengths, weaknesses and plans for improvement:_____

_____

_____

_____

_____

_____

_____

_____

B. Overall, how effective would he/she be in dealing with people in the performance of his/her duties?

___Superior ___Satisfactory

___Good ___Needs Improvement

III. PROFESSIONAL SKILLS:

A. Identify strengths, weaknesses and plans for improvement:_____

_____

_____

_____

_____

_____

_____

_____

B. Overall, does he/she demonstrate professional skills in improving the educational program at this school?

___Superior ___Satisfactory

___Good ___Needs Improvement

IV. DECISION-MAKING ABILITY:

A. Identify strengths, weaknesses and plans for improvement:_____

_____

_____

_____

_____

_____

_____

_____

B. Overall, how effective would he/she be in making decisions?

___Superior ___Satisfactory

___Good ___Needs Improvement

V. PUBLIC RELATIONS SKILLS:

A. Identify strengths, weaknesses and plans for improvement: _____

_____

_____

_____

_____

_____

_____

_____

_____

B. Overall, how good are his/her public relations?

___Superior ___Satisfactory

___Good ___Needs Improvement

VI. PERSONAL CHARACTERISTICS:

A. Identify strengths, weaknesses and plans for improvement:_____

_____

_____

_____

_____

_____

_____

_____

_____

B. Overall, what is your evaluation of his/her personal characteristics?

___Superior ___Satisfactory

___Good ___Needs Improvement

APPENDIX H: Sample of Performance (Target) Oriented Evaluation Instruments

1. Teacher

2. Administrator

Teacher Appraisal Process

Teacher _____ Position _____

Appraisal Period _____

Supervisor _____ Position _____

AN EMPLOYEE APPRAISAL PROGRAM

The citizens of _____, the _____ School Board and the employees and students of the _____ public schools are in agreement as to the importance of creating the most favorable educational climate possible for the students in the public school system. An important ingredient in the creation of an optimum learning environment is the existence of a mutually developed, ongoing appraisal process. This process should be focused on the means whereby employees, whether certified or classified, may improve their contributions to the educational effort of the district.

Evaluation is a process that must be continuous and constructive and must take place in an atmosphere of mutual trust and respect. Only through a cooperative effort can an appraisal process hope to ensure the greatest positive growth and effectiveness of all personnel.

The primary function of such a process is to help all employees develop the objectives, skills and knowledge necessary for them to grow on the job in a way which is consistent with their needs and those of their profession, their community and their colleagues. Additionally, the process may function as a means of obtaining clarifying information for use as one form of input into the making of personnel related decisions.

GENERAL PROCEDURAL GUIDELINES

1. Each nontenured staff member will be required to be continuously appraised during the school year. Although the formal appraisal document will not be due until the first week in March, it is intended that the immediate supervisor will work closely with the teachers in monitoring their progress.
2. Each tenured staff member must be formally appraised at least once every three years. The selection of the third of the staff to be appraised during the first year will be done by taking the first third of a building's staff alphabetically. The second third in alphabetical order will be up the second year and the last third in alphabetical order the third year. It is recommended that the appraisal period for a tenured teacher run for the entire school year. It is also suggested that in some instances the preappraisal conference might be held during the latter part of the preceding school year so that perhaps more challenging, complex and interesting objectives with longer-ranged implications might be developed.
3. Any staff member may request an appraisal in any given year if it is desired.
4. The appraisal of the teaching staff will be conducted by the immediate supervisor or a designated representative.
5. All teachers will have the right of appeal beyond the completion of their response in Part III, Section E to the immediate supervisor of their appraiser.

Part I PREAPPRAISAL CONFERENCE

A. Establishment and Monitoring of Performance Goals

Performance Goals for Appraisal Period	Means for Measuring the Degree to Which the Goal was Reached

B. Additional Comments Relevant to the Conference

Part II THE APPRAISAL ACTIVITY

A. An Account of the Supervisor/Teacher Interactions

Part III FINAL APPRAISAL CONFERENCE

A. The Teaching Appraisal Instrument

Using the accumulated data from Part II, the supervisor should rank the five criteria below. The teacher's strongest point shall be designated "1," the next strongest "2," and so forth. Each of the numbers, one through five, must be used and no number may be repeated. Ranking, and the sections titled "Basis for Rankings" after each item, should be based on all evaluation techniques used and may include other explanatory material.

___ A. CLARITY: The objectives of the class situation are made clear. Adequate planning is evident from coherent and organized learning activities. The material for instruction is logically and clearly presented and is appropriate for the maturity and academic level of the student.

Basis for ranking:

___ B. VARIABILITY: The teacher is adaptable as different procedures seem needed. The techniques used are appropriate to the objectives of the lesson. The teacher uses a variety of questioning techniques and teaches for several levels of understanding, from fact to value.

Basis for ranking:

___ C. ENTHUSIASM: Enthusiasm is shown through facial expression, voice, movement and gestures. Students are actively and definitely involved because the teacher makes learning interesting with stimulating and original materials and presentations.

Basis for ranking:

___ D. TASK ORIENTATION: Students are engaged in constructive activities. The teacher maintains definite learning goals while allowing for self-exploration and discovery.

Basis for ranking:

___ E. RAPPORT: The personal relationship between the students and the teacher is harmonious. The teacher exhibits genuine concern for individuals. There is a sense of mutual respect between students and teacher.

Basis for ranking:

B. A Summary of Performance Goal Achievement

C. An Optional Statement Concerning Overall Job Performance

D. General Follow-up Recommendations

E. Remarks by the Teacher (optional):

Signatures indicate completion of the process, but not necessarily agreement.

Teacher _____ Date _____

Supervisor _____ Date _____

A DIRECTIVE TO ACCOMPANY THE TEACHER APPRAISAL PROCESS FORMS

Part I PREAPPRAISAL CONFERENCE

Section A

This conference is set to allow the teacher and the supervisor to clearly establish their relationship for the rest of the appraisal period. It is the time when the supervisor and the teacher should generally review the expectations held for the teacher by the supervisor. At this point, the teacher and the supervisor should mutually establish particular goals/objectives/targets upon which the teacher can focus. When mutually developing these goals, the following guidelines should be followed:

1. The goals should focus on the technical act of teaching. Curricular or program goals should be avoided unless they can be translated into some type of actual teaching behavior. This limiting process is designed to focus appraisal on a person's *teaching* ability rather than on items that may be performed outside a classroom setting.

2. Objectives should be sufficiently delimited and specific so as to give the appraisee a reasonable chance to define them, establish evaluative criteria, and achieve some results.

3. Objectives should be challenging — stimulating the appraisee to reach out to improve his/her performance. However, they must also be realistic and within reach. There is no point in setting objectives which are so impossible that one faces certain defeat.

4. Objectives must be capable of completion and evaluation in a fixed period of time, or perhaps in a series of fixed time periods.

5. Objectives should be constructed so that results are measurable. It is important that the appraisee and appraiser both be able to recognize the results when they assess the status of the various objectives. This does not mean that objectives should be automatically rejected if not easily measured. Objectives in the affective domain, for example, may not be easily quantified. However, the evaluation of progress will be less subjective if the results are assessable.

6. The temptation to have a large list of objectives should be resisted. No one can improve in everything simultaneously. The number of objectives is determined by their nature and scope.

As each performance goal is established, the teacher and the supervisor should agree on the means for measuring the degree to which each goal is accomplished. The established procedure requires that classroom observation be a required form of appraising each teacher and that at least one other form of appraisal must be used. This requirement should be kept in mind as the teacher and the supervisor work out the appraisal techniques for each of the listed goals. The following appraisal methods are listed as examples of the most frequently used alternatives to observation; however, the teacher and supervisor have considerable latitude in working out any mutually agreeable means that are appropriate for the stated goals.

1. Student Evaluation — Ratings, descriptions, narratives, role-playing (lower age children).

2. Student Performance — Construction of pre and posttest to measure student gains.

3. Self-Appraisal — Individually developed items that are self-rated or self-described.

4. Artifacts — The collection of the output of a teacher (lesson plans, tests, handouts, assignments, work sheets, study guides, pictures of board work, etc.) collected for a given period and reviewed by the supervisor.

5. Classroom Category Systems — Descriptive instruments that measure and/or describe classroom interaction, dialogue, questions, etc.

Section B—Additional Comments Relevant to the Conference

This section is provided to give the supervisor an opportunity to put down other items that reflect the discussion between the teacher and the supervisor that were not directed towards the establishment of the performance objectives and their assessment. This section would be appropriate for

commenting on items that further clarify the relationship between the teacher and the supervisor (praise, nonteaching oriented assignments, personal items, etc.). It does not call for a mandatory response. However, if it is used, it should be completed during the preappraisal conference with the full knowledge of the teacher.

Part II The Appraisal Activity

Section A—An Account of the Teacher/Supervisor Interactions

This section is designed to provide a record of the interactions, contacts, activities, etc., between the supervisor and the teacher during the actual appraisal period. It is the space the supervisor records such things as: dates and summaries of observation; records of student evaluations; reviews of findings from collecting artifacts; summaries of training contacts with teachers, etc. In general, it is the recording of any and all personal contacts or data that is appropriate to the appraisal activities that were agreed upon by the supervisor and teacher during the preappraisal conference.

Part III Final Appraisal Conference

The final conference should be held at the end of the appaisal period. It is the concluding activity in the appraisal process and, as such, it should be a time when the supervisor and the teacher can jointly discuss the teacher's performance in relation to the agreed upon teaching objectives. All parts of the form for use in this final conference should be written during the conference itself and all comments should, whenever possible, be jointly agreed upon at the time of their writing. This conference should be conducted in such a manner as to optimally support growth and development in classroom teaching competence. It should provide the teacher and the supervisor an opportunity to promote strong professional relationships between themselves and to provide both with guidelines and directions for continuing professional contact until the next formal appraisal process is conducted.

Section A—The Teaching Appraisal Instrument

This instrument is designed to provide a focus for supervisors and teachers on actual teaching competencies. The five criteria for use in the forced ranking are based on research relating teacher behaviors with increased student performance. The instrument is provided to promote increased awareness on the part of teachers and supervisors with teaching skill areas. It will likely be most helpful after the initial appraisal process has occurred, since the previously completed one will be available to help the teacher and supervisor in the setting of useful and worthwhile performance objectives. As in all other sections of Part III, the ranking, and the filling in of the "Basis for Ranking" should be completed during the conference.

Section B—A Summary of Performance Objective Achievement

This section should be a write-up of the joint view of the supervisor and the teacher as to the teacher's accomplishment in meeting the stated performance objectives. It should be written clearly and concisely enough so that there is no doubt as to what was accomplished during the appraisal period. This section should be written exclusively about the teacher's performance in meeting the objectives.

Section C--An Optional Statement Concerning Overall Job Performance

This section should be used by the supervisor to report on those matters where some special mention is warranted. This might take the form of comments directed toward above or below average performance in such areas as classroom management, professional responsibilities, personal relations, etc. The supervisor may indicate satisfaction in the teacher's overall job performance by not completing this section at all. At the same time, the teacher should accept a suggestion of no response by the supervisor as being indicative of satisfactory overall job performance.

Section D—General Follow-up Recommendations

This section should be the concluding activity between the supervisor and the teacher. It should be drawn from the discussion and the write-ups from the preceding sections, and should clearly lay out in some detail what activities, study, experimentation, etc. the teacher will be carrying out in order to reinforce gains that have been made or that will help in making continued progress toward further goal achievement. This statement should be mutually developed and most likely should serve as a starting point for the next appraisal period.

Section E—Remarks by the Teacher

This is an optional activity by the teacher. It is designed to provide them with an opportunity to give their perception of the process and the final product. If the teacher chooses to comment in this section, it also should be done during the final appraisal conference.

Administrative Appraisal Process

Administrator _____ Position _____

Appraisal Period _____

Supervisor _____ Position _____

AN EMPLOYEE APPRAISAL PROGRAM

The citizens of _____, the _____ School Board and the employees and students of the _____ public schools are in agreement as to the importance of creating the most favorable educational climate possible for the students in the public school system. An important ingredient in the creation of an optimum learning environment is the existence of a mutually developed, ongoing appraisal process. This process should be focused on the means, whereby, employees, whether certified or classified, may improve their contributions to the educational effort of the district.

Evaluation is a process that must be continuous and constructive and must take place in an atmosphere of mutual trust and respect. Only through a cooperative effort can an appraisal process hope to ensure the greatest positive growth and effectiveness of all personnel.

The primary function of such a process is to help all employees develop the objectives, skills and knowledge necessary for them to grow on the job in a way that is consistent with their needs and those of their profession, their community and their colleagues. Additionally, the process may also function as a means of obtaining clarifying information for use as one form of input into the making of personnel related decisions.

GENERAL PROCEDURAL GUIDELINES

1. The administrative appraisal form shall be used to appraise the performance of staff members who fill positions listed on the administrative salary schedule and other positions designated by the superintendent of schools.
2. Staff members filling administrative positions shall be appraised by their immediate supervisors.
3. Administrators shall be appraised annually.

PREAPPRAISAL CONFERENCE

Part I

This form should be completed during the initial conference between the supervisor and the appraisee. All statements should be clear and specific to both parties.

A. Establishment and Monitoring of Performance Objectives

Performance Objectives for Appraisal Period	Means for Measuring the Degree to Which the Objectives Was Reached

B. Establishment and Monitoring of Personal Growth Objectives

Objectives for Achieving Personal Growth During Appraisal Period	Means for Assessing Personal Growth During Appraisal Period

C. Additional Comments Relevant to the Conference

Part II **THE APPRAISAL ACTIVITIES**

Part III **FINAL APPRAISAL CONFERENCE**

A. A Summary of Performance Objective Achievement

B. A Summary of Personal Objectives Achievement

C. A Statement Concerning Overall Job Performance

D. General Follow-up Recommendations

E. Remarks by the Appraisee

Signatures indicate completion of the Appraisal, but not necessarily agreement with all contained within.

Appraisee _____ Date _____

Supervisor _____ Date _____

A DIRECTIVE TO ACCOMPANY THE ADMINISTRATIVE APPRAISAL PROCESS FORMS

Part I The Preappraisal Conference

This conference is designed to do two things. First of all it provides the administrator and the supervisor an opportunity to get together at the start of the appraisal period and clearly establish their relationship for the remainder of the period. It is a time when the administrator and the supervisor should generally review the specific duties and responsibilities of the administrator's position. During this conference the two parties should also develop those objectives upon which the administrator will focus during the appraisal period.

Section A—Establishment and Monitoring of Performance Objectives

This section is designed to provide a place for listing those performance objectives that the administrator and supervisor agree upon as reasonable and important foci for the coming appraisal period. Thus, in cooperation, the individual and his supervisor identify and agree upon a reasonable number of objectives which, if achieved, may increase either the quantity or the quality of performance — hopefully both. Appraisal thus focuses upon the achievement of cooperatively determined performance objectives.

Performance objectives should be formulated carefully and stated in as concrete and specific terms as possible. Vague, general objectives hamper the evaluation process.

It is well to keep in mind three considerations in the identification and formulation of performance objectives for administrators:

1. Tailor objectives to fit the specific needs of the individual concerned.
2. State objectives in terms that enable definite actions to be taken to facilitate their fulfillment.
3. Formulate objectives so that it may be possible "to measure," to the extent possible, the degree to which fulfillment has occurred.

At the same time, the two parties should discuss and mutually develop the means by which the progress towards meeting each objective will be made. This is an important step, since it clearly lays out the kind and amount of interaction that must take place between the two during the appraisal period.

The following appraisal methods are listed as examples of some frequently used measures; however, the administrator and the supervisor have considerable latitude in working out any agreeable means that are appropriate for the stated goals.

1. Subordinate evaluation — Ratings and/or descriptions of the administrator's performance by the people serving under him or her. These data could be collected through formally developed instruments or by informal methods.
2. Self-Appraisal — Individually developed items that are self-rated or self-described.
3. Artifacts — The collection of the output of an administrator (letters, staff directives, calendar book, logs of daily activities, record of phone calls, etc.) during a given time period gathered and reviewed by the supervisor.
4. Student Performance — Gaining indications of progress of the students under the jurisdiction of an administrator by reviewing test scores, reading levels, etc.
5. "Shadowing" — The following of administrators as they perform the duties of their position. The "shadower" could be either the supervisor or a designee who keeps a running record of all that happened during the shadowing time period.

Section B—Establishing and Monitoring of Personal Growth Objectives

This special section is designed to promote the setting of some objectives by the administrator that are not exclusively problem-solving goals. This procedure is included to actively promote the personal growth of the administrators in their position. Too often administrative objectives are set that focus exclusively on solving particular problems to the degree that they impede the setting of goals that are designed to improve the knowledge and/or the skills of the administrator. As an example, an administrator may wish to spend some time in learning more about different kinds of reading programs

even though there is not an acknowledged reading problem with the students for which he/she is responsible. This is a personal growth objective that may have long range potential for the school even though it is not a necessary activity at this time. This section allows the administrator to set such personal growth goals and to be judged and thus credited for initiative and effort. Again some mutually developed means should be listed as to how these will be measured. Because of the nature of many activities that would be included under this section, considerable flexibility should be practiced in setting the means of measurement. Depending upon differing situations from year to year, this section may not always be completed. *It is not mandatory to set personal growth objectives for each appraisal period.*

Section C—Additional Comments Relevant to the Conference

This section is provided to give the supervisor an opportunity to put down other items that reflect the discussion between themself and the administrator, particularly in regard to conversation that was not directed toward the establishment or the monitoring of the objectives. This section would be appropriate for commenting on items that further clarify the relationship between the administrator and the supervisor (praise, concerns, special assignments, personal items, special considerations in the appraisal process because of unusual circumstances, etc.). This section should be completed during, or immediately after the preappraisal conference with the full knowledge of the administrator.

Part II The Appraisal Activities

This section is designed to provide a record of the interactions, contacts and activities that took place between the administrator and his/her supervisor during the actual appraisal period. It is the place where the supervisor records such things as: dates and summaries of contacts made as part of the monitoring agreement, records of subordinate evaluations, reviews of findings from artifacts, dates of formal building visits, etc. In general, it is the recording of any and all personal contacts or data that is appropriate to the appraisal activities that were agreed upon by the supervisor and the administrator during the preappraisal conference. This section not only provides the basis for conducting the appraisal conference, but it also provides the supervisor with a documented basis as to quantity and quality of their supervisory efforts.

Part III Final Appraisal Conference

The final conference should be held at the end of the appraisal period. It is the concluding activity in the appraisal process, and, as such, it should be the time when the supervisor and the administrator can jointly discuss the administrator's performance in relation to the set objectives and in relation to their overall activities. All parts of the form should be written during the conference itself, and all comments, whenever possible, should be jointly agreed upon at the time of their writing. This conference should be conducted in such a manner as to optimally support personal and professional growth on the part of the administrator. It should provide the administrator and his/her supervisor an opportunity to promote strong professional relationships between themselves and to provide both with guidelines and directions for continuing professional contact until the next formal appraisal process is conducted.

Section A—A Summary of Performance Objective Achievement

This section should be a write-up of the joint view of the administrator and the supervisor as to the administrator's accomplishment in meeting the stated performance objectives. It should be written clearly and concisely enough so that there is no doubt as to what was accomplished in each area during the appraisal period. This section should be written exclusively about the performance objectives.

Section B—A Summary of Personal Objectives Achievement

This section should reflect the degree of accomplishment in meeting the jointly developed personal objectives. If possible, the supervisor might comment on the implications of the measured accomplishment in regard to future performance objectives of the administrator. Comments regarding the initiative and effort of the administrator in pursuing personal goal accomplishment would be quite appropriate here.

Section C—A Statement Concerning Overall Job Performance

In this section, the supervisor should comment on the overall job performance of the administrator. These comments should be based on the data collected to assess the accomplishment of performance and personal objectives as well as on all other informal measures that naturally accrue during the performance of one's job within the context

of a larger system. Statements that include judgments should, whenever possible, be substantiated by the information used to reach that judgment. This section should be written during or immediately after the appraisal conference and should be reflective of the discussion about overall job performance held during this final appraisal activity.

Section D—General Follow-up Recommendations

This section should be the concluding activity between the supervisor and the administrator. It should be drawn from the discussion and the write-ups from the preceding sections. It should clearly lay out in detail what activities, study, experimentation, etc., the administrator will be carrying out in order to reinforce gains that have been made or that will help in making continued progress toward further goal achievement. This statement should be mutually developed and most likely should serve as a starting point for the next appraisal period.

Section E—Remarks by the Administrator

This is an optional activity by the administrator. It is designed to provide them with an opportunity to give their perception of the process and the final product. If the administrator chooses to comment in this section, it also should be done during this final appraisal conference.

APPENDIX I: Sample Student Evaluation Instrument

Sample of Student Evaluation Instrument

COURSE TITLE_____NAME OF INSTRUCTOR_____

Instructions: This form is designed to collect evaluative information about this class for the purpose of improving it in the future. Please be candid in your responses and *do not place your name on the paper.*

Part I. Please complete the following section by checking each item as "less than," "average" or "more than" *in comparison with other classes in which you have been enrolled in this school.*

	less than	average	more than
1. I feel that the amount of preparation required of the students in this class was:	_____	_____	_____
2. I feel that the difficulty level of this course was:	_____	_____	_____
3. I anticipate that the future utility or practical application of the content of this course will be:	_____	_____	_____
4. The interest of this class to me was:	_____	_____	_____
5. I feel that the breadth and variety of instructional methods in this class were:	_____	_____	_____
6. I feel that the text used in this course was:	_____	_____	_____
7. I feel that the amount of student participation in this course was:	_____	_____	_____
8. I feel that the general quality of the instruction of this course was:	_____	_____	_____
9. I feel that the instructor's concern for me as an individual was:	_____	_____	_____

Part II. Please list the topics or areas that were not discussed in this class, but that you feel should have been covered in the class.

_____

_____

_____

Part III. Please identify the major strengths and weaknesses that you have perceived in the content, organization, methods or instruction in this class.

strengths *weaknesses*

_____

_____

_____

Part IV. Please make any other remarks and/or suggestions that you feel are appropriate in the evaluation of this class on the back of this sheet.

APPENDIX J: Model Forms for Administrator and Teacher Evaluation with Supplements

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*MODEL FORM: ADMINISTRATOR EVALUATION

Administrator _____ _____
(name) (position)

_____ _____
(school)

Evaluation for the Period _____ to _____
(month) (year) (month) (year)

Evaluator _____ _____
(name) (position)

Preevaluation conference date: ____/____/____ Evaluation conference date: ____/____/____

EVALUATION PURPOSES (Check appropriate purposes.)

___To improve the educational leadership of this school

___To determine employment status

___To serve as the basis for salary increment

___To assist in the administrator's professional development

___ _____

___ _____

I. *INSTRUCTIONS:* Listed below are various characteristics, behaviors and performances frequently deemed essential for school administrators. Spaces are provided for additional items. The evaluator's task is to place an "X" for each item in one of these categories: NOT EVALUATED or COMMENDABLE (high or moderate) or SATISFACTORY or CONCERN (moderate or high). *For all items judged to be of concern, the evaluator should describe the concern and identify specific means for improvement.* The evaluator should use the "Supplement to the Administrator Evaluation Form" (attached) in completing and discussing the evaluation:

A. PERSONAL/PROFESSIONAL CHARACTERISTICS

	NOT EVALUATED	COMMENDABLE		SATISFACTORY	CONCERN	
		HIGH	MOD		MOD	HIGH
1. Leadership	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

*To be completed in duplicate: 1 copy for the administrator; 1 copy for personnel file.

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	NOT EVALUATED	COMMENDABLE		SATISFACTORY	CONCERN	
		HIGH	MOD		MOD	HIGH
2. Level of Professional Awareness	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

3. Professional Standards/Ethics	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

4. Communication Skills	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

5. Resourcefulness/Creativity/ Innovativeness	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

	NOT EVALUATED	COMMENDABLE		SATISFACTORY	CONCERN	
		HIGH	MOD		MOD	HIGH
6. Personality	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

7. School Community Acceptance	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

8. Demeanor/Appearance/Style	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

9. Professional Preparation	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

	NOT EVALUATED	COMMENDABLE HIGH	COMMENDABLE MOD	SATISFACTORY	CONCERN MOD	CONCERN HIGH
10. Other_____	____	____	____	____	____	____

Concern:_____

_____

_____

Suggestions for Improvement:_____

_____

_____

_____

B. ADMINISTRATIVE PROCESSES

The Administrator's Effectiveness as a (an):

11. Decision Maker	____	____	____	____	____	____

Concern:_____

_____

_____

Suggestions for Improvement:_____

_____

_____

_____

12. Planner/Organizer	____	____	____	____	____	____

Concern:_____

_____

_____

Suggestions for Improvement:_____

_____

_____

_____

13. Supervisor	____	____	____	____	____	____

Concern:_____

_____

_____

Suggestions for Improvement:_____

_____

_____

_____

	NOT EVALUATED	COMMENDABLE		SATISFACTORY	CONCERN	
		HIGH	MOD		MOD	HIGH
14. Evaluator	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

15. Policy Initiator	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

16. Policy Implementer	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

17. Crisis Manager	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

	NOT EVALUATED	COMMENDABLE HIGH	COMMENDABLE MOD	SATISFACTORY	CONCERN MOD	CONCERN HIGH
18. Other_____	____	____	____	____	____	____

Concern:_____

_____

_____

Suggestions for Improvement:_____

_____

_____

_____

C. JOB PERFORMANCE

The Administrator's Effectiveness as the Manager of:

19. The Curriculum-Instructional Program	____	____	____	____	____	____

Concern:_____

_____

_____

Suggestions for Improvement:_____

_____

_____

_____

20. Faculty/Staff Personnel	____	____	____	____	____	____

Concern:_____

_____

_____

Suggestions for Improvement:_____

_____

_____

_____

21. Student Personnel	____	____	____	____	____	____

Concern:_____

_____

_____

Suggestions for Improvement:_____

_____

_____

_____

	NOT EVALUATED	COMMENDABLE HIGH	COMMENDABLE MOD	SATISFACTORY	CONCERN MOD	CONCERN HIGH
22. The Student Activity Program	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

23. The School Plant and Facilities	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

24. Fiscal Responsibilities	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

25. School/Community Relations	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

	NOT EVALUATED	COMMENDABLE HIGH	COMMENDABLE MOD	SATISFACTORY	CONCERN MOD	CONCERN HIGH
26. Other:_____	____	____	____	____	____	____

Concern:_____

_____

_____

Suggestions for Improvement:_____

_____

_____

_____

II. GENERAL COMMENTS/REMARKS OF EVALUATOR

III. COMMENTS OF EVALUATEE

_____ _____
(evaluator's signature) (date)

_____* _____
(evaluatee's signature) (date)

*Signature indicates a review of the completed evaluation; it does not signify agreement with contents.

SUPPLEMENT TO THE ADMINISTRATOR EVALUATION FORM

Listed below are statements to complement each of the items included on the evaluation form. They are designed to suggest criteria references from which *to judge the evaluatee's performance, to serve as the bases for discussion in preevaluation conferences, to provide an inventory from which to develop commendations, to identify concerns and to make suggestions for remediation during the postevaluation conferences.* You are encouraged to share this supplement with those being evaluated prior to the evaluation itself in the interest of communicating expectations. Additionally, evaluators are encouraged to use locally adopted job descriptions throughout the evaluation process on the conditions that the descriptions are current and relevant to the position being evaluated.

PERSONAL AND PROFESSIONAL CHARACTERISTICS

1. *Leadership*

   This quality is evidenced by the person who:

   - -is recognized as the real leader of the school or unit.
   - -demonstrates an ability to gain followers committed to the mission and objectives of the organization.
   - -knows when to delegate and share decision-making authority effectively.
   - -effectively gives and receives cues to/from the staff and school community.
   - -generates confidence through quality decisions.

2. *Level of Professional Awareness*

   This quality is characterized by the person who:

   - -is knowledgeable about current developments in education.
   - -appreciates job-related problems and issues.
   - -is willing to consider alternative solutions to day-to-day problems.
   - -is recognized as an informed professional by peers, superiors, and subordinates.
   - -participates in staff development activities for his/her personal improvement.
   - -evidences appreciation for innovative programs and procedures.

3. *Professional Standards and Ethics*

   This quality is characterized by the person whose:

   - -decisions reflect an appreciation for that which is professionally sound rather than expedient.
   - -personal demeanors are professionally appropriate rather than self-serving.
   - -expectations of self, staff and students are equally demanding and appropriate.
   - -reputation among colleagues and subordinates is that of a person with high professional standards.

4. *Communication Skills*

   This quality is evidenced by the person who:

   - -has the ability to listen, understand and appreciate.
   - -is effective in both oral and written expression.
   - -is sensitive to the circumstances of communications.
   - -has an appreciation for both formal and informal communication channels.
   - -demonstrates an ability to receive and send messages appropriate for the issue and the situation.

5. *Resourcefulness, Creativity and Innovativeness*

These qualities are evidenced by a person who:

-is willing to develop and apply new solutions to existing problems.
-demonstrates an ability to "get the job done" regardless of resource limitations.
-is successful in the implementation of imaginative programs and procedures.
-is sought out by the staff because of his/her ability to resolve difficult situations.

6. *Personality*

This characteristic is evidenced by the person who:

-is open, friendly and emphatic.
-has a mature sense of humor.
-is receptive to the suggestions of others regardless of their place in the organization.
-is sought out as an individual resource in both formal and informal discussions.
-is fair minded and consistent in his/her postures and reactions.

7. *School Community Acceptance*

This quality is evidenced by the person who:

-is recognized and appreciated as the appropriate representative of the school by patrons, students and colleagues.
-participates in the activities and events of the community.
-is recognized as a leader by civic and youth-related groups of the community.
-demonstrates understandings and appreciations for the expectations of the school setting and community.
-has effective rapport with most constituencies of the school community.

8. *Demeanor, Appearance and Style*

These qualities are evidenced by the person who:

-dresses and behaves in a manner appropriate for his/her position.
-has the bearing and manner appropriate for a person in his/her role.
-demonstrates a manner that conveys personal responsibility and high expectations of self, colleagues and students.
-has achieved a balance between self-confidence and humility appropriate for the job and situation.
-is an effective model for those with whom he/she works.

9. *Professional Preparation*

This requisite is evidenced by a person who:

-has the professional credentials appropriate for the position.
-demonstrates the job-related skills necessary for his/her position.
-actively pursues staff development activities for the purpose of his/her job improvement.
-has had a variety of relevant professional experiences.
-has achieved success and honors in the areas of scholarship, the arts or other areas relevant to the job.

10. *Other*

ADMINISTRATIVE PROCESSES

11. *Decision Maker*

Effectiveness in this area is demonstrated by:

- -the timeliness, appropriateness and firmness of decisions.
- -the consistency of decision direction(s).
- -an ability to support decisions with relevant and valid information.
- -evidence of systematic processes for examining alternatives in arriving at decisions.
- -effectively sharing decision-making responsibilities with staff when appropriate.
- -quality decisions appropriate for the circumstances and consistent with school policy.

12. *Planner and Organizer*

Effectiveness in this area is demonstrated by:

- -an ability to anticipate the issues, problems and needs of the school.
- -purposeful and systematic approaches to problems.
- -an ability to anticipate the consequences of issues, problems and decisions.
- -the efficient use and management of time.
- -operating procedures that identify the *outcome, procedures, time, persons* and *resources* appropriate for purposeful school activities.
- -goal oriented behaviors.
- -prepared agendas for the meetings of all groups for which he/she is responsible.

13. *Supervisor*

Effectiveness in this area is evidenced by:

- -a helping posture toward those supervised.
- -an ability to demonstrate desired behaviors to those supervised.
- -an ability to diagnose the concerns and problems of those supervised.
- -an ability to prescribe resolutions for the problems of those supervised.
- -the ability to communicate expectations to those supervised.
- -a willingness to recognize, acknowledge and reward quality performances among those supervised.
- -an ability to balance coordination and direction among those supervised.

14. *Evaluator*

Effectiveness in this area is evidenced by:

- -valid judgments of the quality of personnel performances.
- -demonstrated commitment to the importance of evaluation in personnel, program and planning activities.
- -the systematic consideration and evaluation of alternatives in the decision-making processes.
- -the systematic collection and sharing of information necessary to determine school needs as well as to support professional postures.
- -a knowledge of the potential uses of standardized measures of student performance for evaluation purposes.
- -an ability to apply formative (in process) and summative (post process) judgments of needs, problems, achievements and resolutions about personnel and programs.

15. *Policy Initiator*

Effectiveness in this area is evidenced by:

- -an appreciation of the need for programmed policy oriented decisions for organizational efficiency and consistency.
- -the ability to anticipate and identify policy needs for his/her school position.
- -effectively involving board, staff and clients in the process of policy development.
- -an ability to propose policy statements characterized by credibility and generalizability.

16. *Policy Implementer*

Effectiveness in this area is evidenced by:

- -a thorough knowledge of the policies and procedures relevant to his/her position.
- -the consistent and reasonable application of school policy.
- -a person who views policy as a means rather than an end, thus accommodates exceptions as necessary to accomplish school purposes effectively.
- -a person who demonstrates a personal commitment to school policy as well as insists upon its application to others.
- -the communication of policy expectations with lead time sufficient to ensure knowledge thereof prior to its enforcement.

17. *Crisis Manager*

Effectiveness in this area is evidenced by:

- -the ability to cope with exigencies in a rational, unemotional and purposeful manner.
- -a willingness to share the responsibility for coping with school crises.
- -an ability to deal with crises in a manner that minimizes stress and hostility among those involved.
- -meeting crises in a straight forward and professional manner, thereby resisting the temptation to ignore significant school problems.
- -sharing personal anticipations of impending exigencies with colleagues including superiors, subordinates and clients.
- -effectively utilizing community authorities and resources in the resolution of crises.

18. *Other*

JOB PERFORMANCE

19. *The Curriculum-Instructional Program*

Success in implementing this function requires:

- -an awareness of current developments in curriculum/instructional areas in the school.
- -leadership in the process of selecting instructional materials including textbook adoption procedures.
- -a knowledge about the use of available curriculum resources.
- -leadership in establishing and revising the nature, scope and sequence of curricular offerings and courses.
- -the coordination of curriculum development activities.
- -the establishment and maintenance of expectations for learner achievement.
- -the implementation of the requisites of accrediting agencies—state and regional.
- -effectiveness in preparing class schedules.

20. *Faculty and Staff Personnel*

Success in implementing this function requires:

- -demonstrated competence in the *recruitment, selection, orientation* and *assignment* of personnel.
- -an ability to design, to choose, and to implement inservice training activities for purposes of staff development.
- -the effective evaluation of personnel.
- -effectiveness in bargaining with personnel associations and groups.
- -the administration of the contract in a manner to assure due process and minimal personnel problems.
- -competence in the receiving, hearing and resolving personnel concerns and grievances.
- -efficiency in scheduling and directing staff meetings.

21. *Student Personnel*

Success in implementing this function requires:

- -the effective orientation of the students.
- -the maintenance of desired standards of student behavior.
- -effectiveness in coping with student behavior problems.
- -the development and implementation of procedures for monitoring and reporting student attendance and tardies.
- -effective counseling and advising of students and parents.
- -the administration of school policies to ensure due process to all concerned.
- -the maintenance of a comprehensive program of student services including *guidance, health, food, transportation, accounting* and *admission/orientation.*

22. *Student Activity Program*

Success in implementing this function requires:

- -the effective day-to-day supervision of extraclass activity program.
- -the enforcement of the regulations of the state activity association.
- -the preparation and monitoring of the school activity calendar.
- -the satisfactory resolution of the problems that arise from the activity program.
- -the effective maintenance of approved budgeting/accounting procedures for student activity funds.
- -leadership in implementing the extracurricular program including attending and sponsoring appropriate student activities.
- -the effective recruitment, selection and assignment of activity sponsors.
- -the maintenance of a balanced activity program in terms of breadth of offerings and student participation in the various offerings.

23. *School Plant and Facilities*

Success in implementing this function requires:

- -effective planning and supervising of the maintenance of school facilities.
- -efficient scheduling and use of school facilities.
- -the identification, proposal and planning of construction needs.
- -the achievement of effective security and emergency evacuation procedures.
- -effectiveness in planning and implementing transportation procedures and resolving related problems.
- -the maintenance and accountability of equipment and inventories.

24. *Fiscal Management*

Success in implementing this function requires:

- -effective direction and monitoring of fiscal/accounting procedures as prescribed by the board, state agencies and the administrative offices.
- -the effective administration of the school budget.
- -the efficient preparation, monitoring and implementation of budget requests.
- -an ability to secure adequate financial resources and support.

25. *School-Community Relations*

Success in implementing this function requires:

- -the effective communication with relevant school constituencies.
- -an ability to interpret the school and its programs to the community.
- -good working relationships with the school board or directors.
- -the reception, accommodation and resolution of the concerns and grievances of the school community.
- -good working relationships with the news media.
- -effective interaction with the community agencies including the school board, patrons, faculty, support staff, businesses and service groups.
- -participation within the community through its clubs, organizations, churches, etc.

26. *Other*

*MODEL FORM: TEACHER EVALUATION

Teacher _____ _____
(name) (teaching assignment)

_____
(school)

Evaluation for the Period _____ to _____
(month) (year) (month) (year)

Evaluator _____ _____
(name) (position)

Preevaluation conference date: ____/____/____ Evaluation conference date: ____/____/____

EVALUATION PURPOSES (Check appropriate purposes.)

___To improve the instruction in this school

___To determine employment status

___To serve as the basis for salary increment

___To assist in the teacher's professional development

___ _____

___ _____

I. *INSTRUCTIONS:* Listed below are various characteristics, behaviors and performances frequently deemed essential for teachers. Spaces are provided for additional items. The evaluator's task is to place an "X" for each item in one of these categories: NOT EVALUATED or COMMENDABLE (high or moderate) or SATISFACTORY or CONCERN (moderate or high). *For all items judged to be of concern, the evaluator should describe the concern and identify specific means for improvement.* The evaluator should use the "Supplement to the Teacher Evaluation Form" (attached) in completing and discussing the evaluation.

A. PERSONAL/PROFESSIONAL CHARACTERISTICS

The performance of the teacher reflects effective:

	NOT EVALUATED	COMMENDABLE		SATISFACTORY	CONCERN	
		HIGH	MOD		MOD	HIGH
1. Knowledge of Subject/ Instructional Techniques	___	___	___	___	___	___

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

*To be completed in duplicate: 1 copy for the teacher; 1 copy for personnel file.

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	NOT EVALUATED	COMMENDABLE HIGH	COMMENDABLE MOD	SATISFACTORY	CONCERN MOD	CONCERN HIGH
2. Sensitivity to Students	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

3. Professional Judgment	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

4. Enthusiasm for Teaching	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

5. Demeanor, Appearance and Style	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

	NOT EVALUATED	COMMENDABLE		SATISFACTORY	CONCERN	
		HIGH	MOD		MOD	HIGH
6. Receptiveness to Need for Change	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

7. Achievement of Targeted Objectives for Improvement	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

8. Other_____	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

B. INSTRUCTIONAL PERFORMANCE

The performance of the teacher demonstrates effective:

9. Planning/Preparation	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

	NOT EVALUATED	COMMENDABLE HIGH	COMMENDABLE MOD	SATISFACTORY	CONCERN MOD	CONCERN HIGH
10. Student Motivation	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

11. Congruence of Instructional Activities and Objectives	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

12. Use of Instructional Time	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

13. Selection of Methodology	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

	NOT EVALUATED	COMMENDABLE HIGH	COMMENDABLE MOD	SATISFACTORY	CONCERN MOD	CONCERN HIGH
14. Assessment Procedures	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

15. Assignment Techniques	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

16. Other _____	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

C. CLASSROOM MANAGEMENT

The performance of the teacher, the behaviors of the students and the instructional setting demonstrate effective:

17. Pupil Control	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

	NOT EVALUATED	COMMENDABLE		SATISFACTORY	CONCERN	
		HIGH	MOD		MOD	HIGH
18. Expectations of Students	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

19. Implementation of School Policies/Procedures	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

20. Classroom Climate Management	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

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_____

_____

21. Other_____	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

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_____

_____

D. MEASURES OF ACHIEVEMENT

The performance of the teacher demonstrates appropriate:

	NOT EVALUATED	COMMENDABLE HIGH	COMMENDABLE MOD	SATISFACTORY	CONCERN MOD	CONCERN HIGH
22. Expectations for Student Achievement/Performance	____	____	____	____	____	____

Concern: _____

_____

_____

Suggestions for Improvement: _____

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23. Utilization of Measures of Student Performance	____	____	____	____	____	____

Concern: _____

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Suggestions for Improvement: _____

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_____

24. Other _____	____	____	____	____	____	____

Concern: _____

_____

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Suggestions for Improvement: _____

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E. JOB RELATED BEHAVIORS

The performance of the teacher demonstrates effective:

	NOT EVALUATED	COMMENDABLE HIGH	COMMENDABLE MOD	SATISFACTORY	CONCERN MOD	CONCERN HIGH
25. School Program Contributions	____	____	____	____	____	____
26. Professional Development	____	____	____	____	____	____
27. Other_____	____	____	____	____	____	____

25. School Program Contributions

Concern:_____

_____

_____

Suggestions for Improvement:_____

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_____

_____

26. Professional Development

Concern:_____

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_____

Suggestions for Improvement:_____

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_____

27. Other_____

Concern:_____

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_____

Suggestions for Improvement:_____

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_____

II. GENERAL COMMENTS/REMARKS OF EVALUATOR

III. COMMENTS OF EVALUATEE

(evaluator's signature) (date)

(evaluatee's signature)* (date)

*Signature indicates a review of the completed evaluation; it does not signify agreement with contents.

SUPPLEMENT TO THE TEACHER EVALUATION FORM

Listed below are statements to complement each of the items included on the evaluation form. They are designed to suggest criteria references from which *to judge the evaluatee's performance, to serve as the bases for discussion in preevaluation conferences, to provide an inventory from which to develop commendations, to identify concerns and to make suggestions for remediation during the postevaluation conferences.* Evaluators should share this supplement with those being evaluated prior to the evaluation itself in the interest of communicating expectations. Additionally, evaluators are encouraged to use locally developed job descriptions throughout the evaluation process on the condition that they are current.

A. PERSONAL AND PROFESSIONAL CHARACTERISTICS

1. *Knowledge of Subject/Instructional Techniques*

   This characteristic is effectively evidenced by the teacher who:

   - -demonstrates knowledge of the subject area.
   - -is knowledgeable about alternative instructional methodologies.
   - -demonstrates a knowledge and appreciation of the appropriateness of various instructional techniques.
   - -selects content, materials and methodology consistent with the objectives of the lesson.
   - -has an appropriate background for the class (subject) taught.

2. *Sensitivity to Students*

   This characteristic is effectively evidenced by the teacher who:

   - -exhibits an awareness to student interests and needs.
   - -treats students in a tactful, warm, caring and empathic manner.
   - -generates rapport with students.
   - -appreciates the problems and the successes of students.
   - -demonstrates a concern for the educational welfare of students.

3. *Professional Judgment*

   This characteristic is effectively evidenced by the teacher who:

   - -demonstrates a mature sense of humor.
   - -renders decisions that are typically well received by colleagues, superiors, students and parents.
   - -is respected by teachers and supervisors alike as a quality educator.
   - -implements school policy in a consistent, dependable manner.
   - -is resourceful in the resolution of day-to-day instructional problems.

4. *Enthusiasm for Teaching*

   This characteristic is effectively evidenced by the teacher who:

   - -is excited about the subject, the students and the activities of the class and school.
   - -participates positively and actively in fulfilling the responsibilities of the school.
   - -continuously seeks to improve his/her teaching performance.
   - -motivates students by example as well as direction.
   - -willingly contributes to the resolution of school related problems.
   - -makes it apparent that he/she is pleased to be a teacher.

5. *Demeanor, Appearance and Style*

This characteristic is effectively evidenced by the teacher who:

-dresses in a manner appropriate for their position and situation.
-maintains a professional bearing in and about school.
-is purposeful in his/her manner.
-demonstrates self-confidence in fulfilling job responsibilities.
-is viewed as an attractive personality by students and colleagues.
-is dependable and punctual in fulfilling job requisites.

6. *Receptiveness to the Need for Change*

This characteristic is effectively evidenced by the teacher who:

-is aware of current developments in his/her teaching area(s).
-exhibits a willingness to receive and apply suggestions for improvement.
-is appropriately innovative within the classroom.
-demonstrates an awareness and appreciation for the changing nature of school programs and purposes.
-readily accepts revisions in school policies, procedures and positional responsibilities.

7. *Achievement of Targeted Objectives for Improvement*

This characteristic is effectively evidenced by the teacher who:

-responds seriously and purposefully to concerns cited in personnel evaluations.
-achieves the recommendations presented in personnel evaluations.
-voluntarily establishes objectives for his/her personal professional improvement.
-accomplishes personal objectives for purposes of professional improvement.

8. *Other*

B. INSTRUCTIONAL PERFORMANCE

9. *Planning/Preparation*

This responsibility is effectively achieved by the teacher who:

-establishes daily instructional objectives in an observable form.
-is prepared as evidenced by comprehensive lesson plans and course outlines.
-establishes and maintains reasonable and challenging expectations for student performance.
-organizes daily lessons to accommodate learner differences.
-coordinates instructional plans with appropriate colleagues.

10. *Student Motivation*

This function is effectively achieved by the teacher who:

-maintains a classroom characterized by purposeful student behavior appropriate for the objectives of the lesson.
-encourages independent thinking by the students.
-uses both extrinsic and intrinsic techniques.
-inspires student by example as well as by direction.
-conducts the class in a manner that elicits student interest and commitment.

11. *Congruence of Instructional Activities and Objectives*

This responsibility is effectively achieved by the teacher who:

-demonstrates an awareness of the objectives of the lesson in class presentations.
-uses methods appropriate for the objectives of the lesson.
-reinforces students as they achieve desired lesson objectives.
-continuously evaluates the extent to which the methodology is achieving lesson objectives by observing student reactions and performances.

12. *Use of Instructional Time*

This responsibility is effectively achieved by the teacher who:

-continuously monitors time allocations and instructional activity to ensure congruence.
-performs in a task oriented manner and expects students to perform similarly.
-manages time in a manner to ensure consistency with expectations of the school curriculum.
-maximizes instructional time by avoiding unnecessary distractions both inside and outside the classroom.
-is efficient in fulfilling housekeeping chores such as attendance taking, seating, behavior management, supply distribution and assignment collection.

13. *Selection of Methodology*

This responsibility is effectively achieved by the teacher who:

-demonstrates a knowledge and appreciation of alternative instructional methodologies.
-uses varied instructional techniques as appropriate for the instructional activity at hand.
-considers the interests and maturity levels of students in selecting methodology.
-maintains student interest and enthusiasm by varying instructional techniques.

14. *Assessment Procedures*

This responsibility is effectively achieved by the teacher who:

-continuously evaluates the results of instruction during the lesson through observations of verbal and nonverbal cues from students.
-demonstrates skill in the use of questioning techniques.
-uses both teacher made and standardized measures of student achievement in the instructional process to determine student successes/problems as well as instructional effectiveness.
-assesses the congruence between course objectives and student achievement.
-uses standardized tests, including the school testing program, to diagnose instructional needs and results.
-apprises students of their achievements and problems.

15. *Assignment Techniques*

This responsibility is effectively achieved by the teacher who:

-communicates the assignment, the importance of the assignment and expectations for its satisfactory completion to students.
-gears assignments to learner differences.
-collects, marks and returns assignments promptly.
-demonstrates appropriate expectation levels of students through assignments and assignment grading.
-provides assistance to individual students in the process of completing assignments.
-varies assignments to accomplish instructional objectives and to accommodate learner differences.

16. *Other*

C. CLASSROOM MANAGEMENT

17. *Pupil Control*

This responsibility is effective in the classroom in which:

- -distractions are minimal.
- -students behave in a purposeful manner that is appropriate for the learning activity.
- -the teacher obviously is in control of the behavior of the students.
- -the classroom environment is conducive to learning.
- -students are appropriately reinforced and reprimanded to achieve desired behavior.
- -students are treated fairly, objectively and with consistency.

18. *Expectations of Students*

This responsibility is effective in the classroom in which:

- -the teacher establishes expectations appropriate for the instructional activity.
- -these expectations are effectively communicated to the students.
- -the expectations are consistent with those of the school.
- -students and parents are made aware of the expectations as well as the extent to which they are being achieved.
- -standards are maintained.

19. *Implementation of School Policies*

This responsibility is effectively achieved by the teacher who:

- -evidences an awareness of school policies/procedures in the day-to-day management of the classroom.
- -maintains school reports and records in the prescribed manner.
- -consistently enforces school policies and procedures.
- -actively participates in the processes of proposing, revising and implementing policies/procedures at the school level.

20. *Classroom Climate Management*

This responsibility is effectively achieved by the teacher who:

- -maintains an instructional setting conducive to learning.
- -maintains an aesthetic classroom as evidenced by attractive bulletin boards and displays of current student work.
- -arranges seating and work space to fit the instructional activity.
- -monitors lighting and climate control to maximize classroom comfort.
- -minimizes "attractive nuisances" within the classroom and external interferences.

21. *Other*

D. MEASURES OF ACHIEVEMENT

22. *Expectations for Student Achievement/Performance*

This responsibility is effectively achieved by the teacher who:

- -establishes and communicates high standards of student performance to students, parents and colleagues.
- -uses teacher made and standardized tests to measure student achievement.
- -monitors the congruence between class objectives and student performance.
- -continuously informs students of the degree to which expectations are (are not) met.
- -maintains acceptable grading (marking) practices.

23. *Utilization of Measures of Student Performance*

This responsibility is effectively achieved by the teacher who:

- -uses teacher made and standardized measures, including the school testing program, to diagnose learner abilities, needs and achievements.
- -uses teacher made and standardized measures to monitor the achievement of students as well as the results of instruction.
- -demonstrates an awareness of, and concern for, the achievement level of students in his/her class by analyzing and communicating their performance(s) on the school testing program.
- -evaluates his/her instruction in terms of student performance on observable measures of student achievement.

24. *Other*

E. JOB RELATED BEHAVIORS

25. *School Program Contributions*

This function is effectively achieved by the teacher who:

- -contributes willingly to school committees and work groups.
- -implements special duty assignments as instructed.
- -actively participates in the identification and resolution of school problems.
- -maintains good interpersonal relations with other staff members.
- -completes reports and special assignments effectively and punctually.
- -attends school programs and student activities.
- -maintains good relationships with parents and school patrons.
- -willingly and effectively sponsors extracurricular activities.

26. *Professional Development*

This responsibility is effectively achieved by the teacher who:

- -seeks the counsel and advise of other school personnel, including administrators, supervisors, counselors, teachers, etc., for personal improvement.
- -uses self-evaluation techniques.
- -willingly and actively participates in school sponsored inservice training activities.
- -maintains high personal standards of performance.
- -seeks to implement the recommendations in evaluations of his/her personal performance.
- -participates effectively in school evaluation procedures.
- -actively participates in the professional associations relevant to teaching area assignments.

27. *Other*